Wonders 2023

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| **5th Grade** | | **YEAR AT A GLANCE** | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar |
| Phonics/Spelling | Closed Syllable  Long Vowel Silent-e  Short Vowels  Long Vowels  Words with /u/, /u/, /u/  R- Controlled Vowels /ar/, /ar/, /or/  r-Controlled /ur/ | Open Syllable  Vowel Team Syllable  Variant Vowel /o/, Diphthongs /oi/, /ou/  Plurals  Inflectional Endings  Contractions  Closed Syllables | Consonant-le  Vowel r  Open Syllables (V/V)  Vowel Team Syllables  Consonant + le Syllable  r-Controlled Vowel Syllable | Words with final /el/, /en/  Prefixes  Homographs  Words with /char/, /zher/  Suffixes -ance & -ence | Suffixes  Homophones  Prefixes  Suffixes -less & -ness  Suffix -ion | Words with Greek roots  Words with Latin Roots  Words from Mythology  Number Prefixes un-, bi-, tri-, cent- |
| Language Comprehension | Although standard(s) might be targeted for mastery in the scope and sequence, additional comprehension standards are embedded while teaching close reading within Wonders. Scaffolding text with repeated reading and discussion is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text.  • Reading Standards 1-3 take the student through “what does the text say?”  • Reading Standards 4-6 guide the student through “how does the text work?”  • Reading Standards 7-9 take the student through “what does the text mean?” (Fisher, Frey 2014) | | | | | |
| Writing Focus | Argue | Informative  Explanatory | Argue | Informative  Explanatory | Informative Explanatory | Narrative |
| Key Language Use | Argue | Inform/Explain | Argue | Inform/Explain | Inform/Explain | Narrate |