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 SyllableLong Vowel Silent-e Short VowelsLong VowelsWords with /u/, /u/, /u/R- Controlled Vowels /ar/, /ar/, /or/r-Controlled /ur/ | Open SyllableVowel Team SyllableVariant Vowel /o/, Diphthongs /oi/, /ou/PluralsInflectional EndingsContractionsClosed Syllables | Consonant-leVowel r Open Syllables (V/V)Vowel Team SyllablesConsonant + le Syllabler-Controlled Vowel Syllable | Words with final /el/, /en/PrefixesHomographsWords with /char/, /zher/Suffixes -ance & -ence | SuffixesHomophonesPrefixesSuffixes -less & -nessSuffix -ion | Words with Greek rootsWords with Latin RootsWords from MythologyNumber 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 | InformativeExplanatory | Argue | InformativeExplanatory | Informative Explanatory | Narrative |
| Key Language Use | Argue | Inform/Explain | Argue | Inform/Explain | Inform/Explain | Narrate |