Wonders 2023

| **Kindergarten** | **YEAR AT A GLANCE** | | | |
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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar |
| Big Idea | What can we learn when we try new things? | What can you find out when you explore? | What can you learn by going to different places? | What do you know about the people and the paces in your neighborhood? |
| Phonemic Awareness/Phonics | Building Routines & short a | Building Routines & short a, short i | Short i & add short o | Add short i, add short o |
| 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, discussion and writing is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text, which students will respond through writing.  • 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?”  • Writing Standards 1-3 Opinion, Inform/Explain, Narrate responding to text. (Fisher, Frey 2014) | | | |
| Extended Writing Focus  ½ Day: Optional  Full Day: Required | NA | Unit 2 Week 2  Expository | NA | Unit 4 Week 2  Narrative |
| Key Language Use | Inform/Explain | Inform/Explain | Inform/Explain | Narrate |

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|  | **Unit 5** | **Unit 6** | **Unit 7** | **Unit 8** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar |
| Big Idea | What kinds of things can you find growing in nature? | How do weather and seasons affect us? | What are different kinds of animals? | Where can you go that is far and near? |
| Phonemics Awareness/Phonics | add short e & u, Short vowel review | Short vowel review, Introduction of Long Vowel Silent-e | Short vowel review, Introduction of Long Vowel Silent-e | Short vowel review, Introduction of Long Vowel Silent-e |
| 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, discussion and writing is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text, which students will respond through writing.  • 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?”  • Writing Standards 1-3 Opinion, Inform/Explain, Narrate responding to text. (Fisher, Frey 2014) | | | |
| Extended Writing Focus  ½ Day: Optional  Full Day: Required | NA | Unit 6 Week 3  Narrative | NA | Unit 8 Week 3  Narrative |
| Key Language Use | Argue | Narrate | Inform/Explain | Narrate |

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|  | **Unit 9** | **Unit 10** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar |
| Big Idea | How do things change? | How can new ideas help us? |
| Phonemics Awareness/Phonics | Short vowel review, Introduction of Long Vowel Silent-e | Short vowel review, Introduction of Long Vowel Silent-e |
| 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, discussion and writing is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text, which students will respond through writing.  • 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?”  • Writing Standards 1-3 Opinion, Inform/Explain, Narrate responding to text. (Fisher, Frey 2014) | |
| Extended Writing Focus  ½ Day: Optional  Full Day: Required | NA | Unit 10 Week 3  Opinion |
| Key Language Use | Inform/Explain | Argue |