



Wonders 2017: Five Day Lesson Plan Model Grade K

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Study in grade K provides in-depth focus on explicit and systematic instruction in Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. This research-based and recursive instructional path provides regular integration of foundational skills within interactive text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb’s Depth of Knowledge*. *Wonders* explicitly addresses the English Language Arts priority standards for Foundations, Informational Text, and Literary Text through every week of instruction.

How to Use this Document

This five-day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below — you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 Grade K 5-Day Instructional Cycle

Wonders grade K provides in-depth focus on explicit and systematic instruction in Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. This research-based and recursive instructional path provides regular integration of foundational skills within interactive text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. Wonders explicitly addresses the priority standards for Foundational Skills, Informational Text, Literary Text, Language and Speaking and Listening through every week of instruction.

Weekly Standards: **Foundational Skills**

- RF 1: Demonstrate understanding of the organization and basic features of print.
- RF 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 4: Read emergent-reader texts with purpose and understanding.

Weekly Standards: **Information Genre Study**


- RI 1: With prompting and support, ask and answer questions about key details in a text.
- RI 4: With prompting and support, ask and answer questions about unknown words in a text.
- RI 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- L 5: With guidance and support from adults, Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.explore word relationships and nuances in word meanings
- SL 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Weekly Standards: **Literary Genre Study**

- RL 1: With prompting and support, ask and answer questions about key details in a text.
- RL 4: Ask and answer questions about unknown words in a text.
- L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- L 5: With guidance and support from adults, Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Explore word relationships and nuances in word meanings
- SL 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.


: Indicates optional instruction for targeted differentiated needs of students or teacher preference.


Whole Group instruction assumes 45-50 minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.




Small Group instruction assumes rotating 15-20 minutes of synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group instruction is repeated over the course of two consecutive days for rotating small groups. 

	Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Day 1 Whole Group	10	Introduce the Concept <ul style="list-style-type: none"> Oral Vocabulary Words  	Watch Background Video Listen to Visual Vocabulary Cards online	Weekly Standards for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of the standard SL1a, b.
	15-20	Read-Aloud / <i>Literature Big Book</i> (Read)	Listen to Big Book online	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
	20	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Handwriting High-Frequency Words 	<i>Choice of:</i> Online Practice Games Practice Book Pages Handwriting activity online Listen to Visual Vocabulary Cards online Sing and Move with Sound-Spelling Song	Weekly Standards for Foundational Skills RF *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, b, c, d., RF2a, b, c, d, e, RF3a, b, c, d, e, f, and RF4.
	5-10	Shared Writing / <i>Big Book</i> <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence Write to the Prompt (with support) 	Write to the Prompt	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Day 1  Small Group	25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI and W8.
		Word Work <i>Approaching</i> <i>On</i> <i>Beyond</i> ELL	<i>Choice of:</i> Online Practice Games Practice Book Pages	Weekly Standards for Foundational Skills RF
		Phonemic Awareness Phonics Vocabulary		Weekly Standards for Foundational Skills RF Children will use visuals and contextual supports to read.

Day 2		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	10	Build the Concept <ul style="list-style-type: none"> Phonological Awareness Review Oral Vocabulary Words  Category Words 	Review Visual Vocabulary Cards online	Weekly Standards for SL1, L4, and L5 *Teaching the lessons for these standard, as indicated throughout the year, provides coverage of all parts of SL1a, b, c, L4b, and L5a, b.	
	10	Reread <i>Literature Big Book</i> <ul style="list-style-type: none"> Close Reading Companion Pages 	Listen to the Big Book online Retelling Cards online Close Reading Companion Pages online	Weekly Standards for Literature RL or Informational Text RI, SL1, L4, L5, and W8.	
	15	Word Work  BASED ON THE NEEDS OF STUDENTS <ul style="list-style-type: none"> Phonemic Awareness Phonics Review High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Sound-Spelling Songs and Movements	Weekly Standards for Foundational Skills RF	
	15	Shared Reading / <i>Reading/Writing Workshop</i> Read the Shared Read <ul style="list-style-type: none"> Focus on Foundational Skills Annotate the Selection 	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI and W8.	
	10	Interactive Writing / <i>Big Book</i> <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence Write to the Prompt (with support) 	Write to the Prompt	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Small Group	25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI and W8	
		Word Work <i>Approaching</i> <i>On</i> <i>Beyond</i>	Choice of: Online Practice Games Practice Book Pages	Weekly Standards for Foundational Skills RF	
		<i>ELL</i> <i>Phonemic Awareness / Phonics</i> <i>Vocabulary / High-Frequency Words</i> <i>Grammar</i>		Weekly Standards for Foundational Skills RF and Language L4 and L5 <i>Children will use visuals and contextual supports to read.</i>	

Day 3		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	5	Build the Concept <ul style="list-style-type: none"> Oral Vocabulary Words 	Visual Vocabulary Cards online		Weekly Standard for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of SL1a, b, c.
	15	Read-Aloud / <i>Interactive Read-Aloud Cards</i>	Listen to Read-Aloud online		Weekly Standards for Literature RL or Informational Text RI and W8
	20	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Spelling High-Frequency Words / Fluency 	<i>Choice of:</i> Online Practice Games Practice Book Pages		Weekly Standards for Foundational Skills RF **Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, b, c, d., RF2a, b, c, d, e, RF3a, b, c, d, e, f, and RF4.
	10	Shared Read / <i>Reading/Writing Companion</i> <ul style="list-style-type: none"> Focus on Comprehension Respond to the Text 	Shared Read online Decodable Readers Take Home Story		Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, and W8.
	15	Independent Writing / <i>Reading/Writing Workshop</i> <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence Write to the Prompt (Support with grammar as needed) 			W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Small Group	Day 3  25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	ALL Levels Independent Reading – assign the Leveled Reader for reading practice		Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI and W8.
		Word Work <i>Approaching</i> On <i>Beyond</i> ELL	<i>Choice of:</i> Online Practice Games Practice Book Pages		Weekly Standards for Foundational Skills RF
		Phonemic Awareness High-Frequency Words			Weekly Standards for Foundational Skills RF <i>Children will use visuals and contextual supports to read.</i>

Day 4		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	10	Extend the Concept  <ul style="list-style-type: none"> Oral Vocabulary Category Words 			Weekly Standard for SL1 and Language L4 and L5 *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of SL1a, b, c, L4b, and L5a, b.
	15	Paired Selections / <i>Literature Big Book</i> <ul style="list-style-type: none"> Close Reading Companion pages Retell 	Listen to the Paired Selection online Close Reading Companion online		Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, L4, L5, and W8
	15	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics: Picture Sort  	<i>Choice of:</i> Online Practice Games Practice Book Pages Spelling Pre/Post Test		Weekly Standards for Foundational Skills RF *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, b, c, d,, RF2a, b, c, d, e, RF3a, b, c, d, e, f, and RF4.
	10	2 nd Shared Read / <i>Reading/Writing Workshop</i> <ul style="list-style-type: none"> Focus on Foundational Skills THIS APPEARS IN UNITS 1-3 	Listen to the Shared Read online Online Practice Games Take Home Story		Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, and W8
	10	Independent Writing <ul style="list-style-type: none"> Revise Peer Review (Support with grammar as needed)			W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	25	Leveled Reader – Paired Read <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Tier 2 Lessons – Comprehension, Phonemic  Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Leveled Reader for reading practice		Weekly Standards for Literature or Informational Text and Foundational Skills RF
Small Group	Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Word Work <i>Approaching</i> <i>On</i> <i>Beyond</i> <i>ELL</i> Vocabulary Phonics Grammar	<i>Choice of:</i> Online Practice Games Practice Book Pages		Weekly Standards for Foundational Skills RF Weekly Standards for Foundational Skills RF and Language L4 and L5 <i>Children will use visuals and contextual supports to read.</i>

	Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Day 5 Whole Group	30	Word Work (Review as needed) <ul style="list-style-type: none"> Phonemic Awareness Phonics High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages	Weekly Standards for Foundational Skills RF *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4.
	15	Independent Writing <ul style="list-style-type: none"> Final Draft Share 		W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	10	Integrate Ideas <ul style="list-style-type: none"> Close Reading Companion Weekly Wrap Up  *ON WEEK 3: UNIT ASSESSMENTS	Close Reading Companion: Integrate	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Day 5  Small Group	25 Rotating Groups Approaching On-Level Beyond ELL	Flexible Skill Groups Literature Circles Leveled Reader Approaching On-Level Beyond ELL Tier 2 Lessons – Comprehension, Phonemic Awareness & Phonics, Writing, Fluency 	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, and W8.



Wonders 2017: Five Day Lesson Plan Model Grade 1

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: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 1 5-Day Instructional Cycle

Wonders Genre Study in grade 1 provides in-depth focus on explicit and systematic instruction in Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. This research-based and recursive instructional path provides regular integration of foundational skills within interactive text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. *Wonders* explicitly addresses priority standards for Foundational Skills, Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Foundational Skills**

- RF 1: Demonstrate understanding of the organization and basic features of print.
- RF 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 4: Read with sufficient accuracy and fluency to support comprehension.

Weekly Standards: **Information Genre Study**


- RI 1: Ask and answer questions about key details in a text.
- RI 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- SL 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.


Weekly Standards: **Literary Genre Study**




- RL 1: Ask and answer questions about key details in a text.
- RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- SL 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.




: Indicates optional instruction for targeted differentiated needs of students or teacher preference.


Whole Group instruction assumes 60 minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.




Small Group instruction assumes rotating 15-20 minutes of Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group instruction is repeated over the course of two consecutive days for rotating small groups. 




Genre Writing per unit is typically scheduled over two weeks of instruction: Expert Model, Plan and Draft = Unit Week 4; Revise, Edit, Proofread, and Publish = Unit Week 5. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. 

	Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	Day 1 10	Introduce the Concept <ul style="list-style-type: none"> Oral Vocabulary Words  		Weekly Standards for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of the standard SL1a, b, c.
	10	Read-Aloud / <i>Literature Big Book (Read)</i>		Weekly Standards for Literature RL or Informational Text RI, SLI and W8
	20	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Spelling High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c.
	10	Shared Reading / <i>Reading/Writing Workshop</i> <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy  Application of Foundational Skills 	<i>Reading/Writing Workshop</i> Shared Read assigned as independent reading and practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, and W8
	5	Shared Writing/ <i>Reading/Writing Workshop</i> <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence 	Write to the Prompt	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Small Group	Day 1  25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Leveled Reader for reading practice
		Word Work <i>Approaching</i> <i>On</i> <i>Beyond</i> <i>ELL</i>	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF. *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c.
		Shared Reading Phonemic Awareness/Phonics Vocabulary/High-Frequency Words Grammar <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI, and Foundational Skills RF <i>Children will use visuals and contextual supports to read.</i>

Day 2		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Build the Concept <ul style="list-style-type: none"> Oral Vocabulary Words  		Weekly Standard for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of the standard SL1a, b, c.
		30	Word Work <ul style="list-style-type: none"> Phonics / Spelling Fluency Structural Analysis 	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF and L4 *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c and L4b, c.
		15	Shared Reading / Reading/Writing Workshop Reread the Shared Read <ul style="list-style-type: none"> Genre Skill  	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, and W8
		5	Shared Writing/ Reading/Writing Workshop <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence 	Write to the Prompt	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		25	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI and W8 *Teaching Lessons covering RF4, as indicated throughout the year, provide comprehensive coverage of all parts of RF4 a, b, c.
Small Group		Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Word Work <i>Approaching</i> <i>On</i> <i>Beyond</i> <i>ELL</i>	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c.
			Shared Reading Phonemic Awareness/Phonics Vocabulary/High-Frequency Words Grammar <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI, and Foundational Skills RF <i>Children will use visuals and contextual supports to read.</i>

		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Day 3 Whole Group		5	Build the Concept <ul style="list-style-type: none"> Oral Vocabulary Words  		Weekly Standards for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of the standard SL1a, b, c.
		5	Read-Aloud / Literature Big Book (Reread)		Weekly for Literature RL or Informational Text RI, SL1, and W8
		30	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Spelling High-Frequency Words / Fluency 	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF and L4 *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c and L4b, c.
		20	Anchor Text / Literature Anthology & CRC <ul style="list-style-type: none"> Close Reading Routine Taking Notes Retell 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the Anchor Text.	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, L4, L5, and W8. *Teaching the lessons for standards L4 and L5, as indicated throughout the year, provides coverage of all parts of L4a, L5a, b, c, d
		5	Independent Writing / Anchor Text <ul style="list-style-type: none"> Analyze the Prompt Find Text Evidence Write to the Prompt 		W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Day 3 Small Group	25 Rotating Groups Approaching On-Level Beyond ELL	Leveled Reader Approaching On-Level Beyond ELL	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, and W8	
		Word Work Approaching On Beyond ELL	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF and L4	
		Shared Reading Phonemic Awareness/Phonics Vocabulary/High-Frequency Words Grammar ELL		Weekly Standards for Literature RL or Informational Text RI, and Foundational Skills RF Children will use visuals and contextual supports to read.	

Day 4		Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		10	Extend the Concept 		Weekly Standard for SL1 *Teaching the lessons for this standard, as indicated throughout the year, provides coverage of all parts of the standard SL1a, b, c.
		15	Paired Selections / Literature Anthology & CRC <ul style="list-style-type: none"> Close Reading Routine Respond to the Text 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the Anchor Text.	Weekly Standards for Foundational Skills RF, Literature RL or Informational Text RI, SL1, L4, L5, and W8
		15	Word Work <ul style="list-style-type: none"> Phonics / Spelling Structural Analysis 	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF and L4 *Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c and L4b, c.
		10	Independent Writing / Anchor Text <ul style="list-style-type: none"> Revise Peer Review 		W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		25	Leveled Reader – Paired Read Approaching On-Level Beyond ELL Tier 2 Lessons – Comprehension, Phonemic Awareness & Phonics, Writing, Fluency 	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Literature RL or Informational Text RI, and Foundational Skills RF
Small Group	Day 4  Rotating Groups Approaching On-Level Beyond ELL		Word Work Approaching On Beyond ELL	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF and L4
			Shared Reading Phonemic Awareness/Phonics Vocabulary/High-Frequency Words Grammar ELL		Weekly Standards for Literature RL or Informational Text RI, and Foundational Skills RF. Children will use visuals and contextual supports to read.

	Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	Day 5 30	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Spelling Structural Analysis High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for Foundational Skills RF, and L4 <i>*Teaching the lessons for these standards, as indicated throughout the year, provides coverage of all parts of RF1a, RF2a, b, c, d, RF3a, b, c, d, e, f, g, RF4a, b, c and L4b, c.</i>
	15	Independent Writing / Anchor Text <ul style="list-style-type: none"> Final Draft Share 		W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	10	Weekly Wrap Up 		
Small Group	Day 5  25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Flexible Skill Groups Literature Circles Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Tier 2 Lessons – Comprehension, Phonemic Awareness & Phonics, Writing, Fluency 	ALL Levels Independent Reading – assign the Leveled Reader for reading practice	Weekly Standards for Foundational Skills RF, L4, Literature RL or Informational Text RI and W8



Wonders 2017: Five Day Lesson Plan Model Grade 2

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Studies in grades 2-6 provide in-depth focus on comprehension skills and strategies with a recursive focus on close reading, analytical writing, and critical thinking with specific attention to citation of text evidence between multiple texts. This research-based, recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model. Text interaction is deepened through the use of developmentally appropriate questions, tasks, and outcomes, based on grade-level standards, as well as *Webb’s Depth of Knowledge (DOK)*. *Wonders* explicitly addresses the English Language Arts priority standards through every genre study.

How to Use this Document

This five day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below – you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 2 5-Day Instructional Cycle

Wonders Genre Study in grades 2-6 provides in-depth focus on comprehension skills and strategies with recursive focus on close reading, analytical writing, and critical thinking with specific regard to citation of text evidence between multiple texts. This research-based and recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. *Wonders* explicitly addresses priority standards for Foundational Skills, Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Foundational Skills**

RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

Weekly Standards: **Information Genre Study**

RI 1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI 4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 9: Compare and contrast the most important points presented by two texts on the same topic.

RI 10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L 5: Demonstrate understanding of word relationships and nuances in word meanings.

L 6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

W8: Recall information from experiences or gather information from provided sources to answer a question.

Weekly Standards: **Literary Genre Study**

RL 1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.


L 5: Demonstrate understanding of word relationships and nuances in word meanings.

L 6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).


SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.


W8: Recall information from experiences or gather information from provided sources to answer a question.




W8: Recall information from experiences or gather information from provided sources to answer a question.

 : Indicates optional instruction for targeted differentiated needs of students or teacher preference.



Whole Group instruction assumes 60 minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.




Small Group instruction assumes rotating 15-20 minutes of Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group instruction is repeated over the course of two consecutive days for rotating small groups. 

Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1 & 2; Revise, Edit, Proofread, and Publish = Unit Weeks 3 & 4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer's Notebook provides a rigorous Asynchronous opportunity for student independent work. 

Day 1		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Introduce the Concept		Weekly Standards for SL 1 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of this standard SL 1a, b, c.</i>
		10	Read-Aloud		Weekly Standards for Literature RL or Informational Text RI and W8
		25	Word Work <ul style="list-style-type: none"> Phonemic Awareness  Phonics / Spelling High-Frequency Words Decodable Reader 	Choice of: Decodable Reader Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for RF3 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of RF3 a, b, c, d, e, f.</i>
		15	Shared Reading / Reading/Writing Workshop <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy  Summarize / Quick Write 	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for Literature RL or Informational Text, SL1, RI and W8
		10	Vocabulary / Reading/Writing Workshop	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for L4, L5, L6 <i>*Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of L4 a, b, c, d, e and L5 a, b.</i>
		25	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Differentiated Genre Passage for reading practice.	Weekly Standards for Literature RL or Informational Text RI, R4, and W8 <i>*Teaching the lessons covering the standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4 a, b, c.</i>
Small Group	 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Vocabulary <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>		Weekly Standards for L4, L5, L6 <i>*Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of L4 a, b, c, d, e and L4 a, b.</i>	
		Shared Read <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI and W8 <i>Students will use visuals and contextual supports to read.</i>	

Day 2		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	10	Word Work <ul style="list-style-type: none"> Phonemic Awareness Phonics / Spelling 	Choice of: Decodable Reader Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for RF3 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of RF3a, b, c, d, e, f.</i>	
	40	Shared Reading / Reading/Writing Workshop <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy Text Features/Literary Elements 	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8	
	10	Shared Reading / Reading/Writing Workshop <ul style="list-style-type: none"> Respond to Reading 	Reading/Writing Workshop Shared Read assigned as independent reading and practice	Weekly Standards for Literature RL or Informational Text RI and W8	
Small Group	25 Rotating Groups Approaching On-Level Beyond ELL	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	ALL Levels Independent Reading – assign the Differentiated Genre Passage for reading practice	Weekly Standards for Literature RL or Informational Text RI, RF4, and W8 <i>*Teaching the lessons covering RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4 a, b, c.</i>	
		Vocabulary <i>Approaching</i> On Beyond ELL		Weekly Standards for L4, L5, L6 <i>*Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of L4 a, b, c, d, e and L5 a, b.</i>	
		Shared Read ELL		Weekly Standards for Literature RL or Informational Text RI and W8. <i>Children will use visuals and contextual supports to read.</i>	

Day 3		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		20	Word Work <ul style="list-style-type: none"> Phonemic Awareness  Phonics / Spelling High-Frequency Words 	<i>Choice of:</i> Decodable Reader Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for RF3 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of RF3a, b, c, d, e, f.</i>
		40	Anchor Text / Literature Anthology & CRC <ul style="list-style-type: none"> Close Reading Routine Taking Notes 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the Anchor Text.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
Small Group 	25 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>		Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	Weekly Standards for Literature RL or Informational Text RI, RF4, and W8. <i>*Teaching the lessons covering the standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4 a, b, c.</i>
			Fluency <i>Approaching</i>		Weekly Standard for RF4 <i>*Teaching the lessons covering this standard as indicated, throughout the year, provides comprehensive coverage of all parts of RF4 a, b, c.</i>
			Comprehension <i>On-Level</i> <i>Beyond</i>		Weekly Standards for Literature RL or Informational Text RI and W8
			Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8 <i>Children will use visuals and contextual supports to read.</i>

Day 4	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	10	Word Work <ul style="list-style-type: none"> Phonemic Awareness  Phonics / Spelling 	Choice of: Decodable Reader Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standards for RF4 <i>*Teaching the lessons covering this standard, as indicated, throughout the year, provides comprehensive coverage of all parts of RF4a, b, c, d, e.</i>
	30	Paired Selection / Literature Anthology & CRC <ul style="list-style-type: none"> Close Reading Routine Practice and Apply 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the Anchor Text.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
Small Group 	25 Rotating Groups Approaching On-Level Beyond ELL Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader – Paired Read Approaching On-Level Beyond ELL Tier 2 Lessons – Comprehension, Phonemic Awareness & Phonics, Writing, Fluency 	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice.	Weekly Standards for Literature RL or Informational Text RI, RF3, RF4, and W8 <i>*Teaching the lessons covering this standard, as indicated, throughout the year, provides comprehensive coverage of all parts RF3a, b, c, d, e, f, and RF4a, b, c..</i>
		Shared Read Phonics/Decoding Vocabulary/Grammar ELL		Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8

Day 5		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	15	Word Work <ul style="list-style-type: none"> Phonics / Spelling 	Choice of: Decodable Reader Online Practice Games Practice Book Pages Spelling Pre/Post Test	Weekly Standard for RF3 *Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of RF3a, b, c, d, e, f.	
	15	Make Connections / Literature Anthology & CRC <ul style="list-style-type: none"> Close Reading Routine Respond to Reading 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the Anchor Text.	W8: Recall information from experiences or gather information from provided sources to answer a question.	
	30		Progress Monitoring <ul style="list-style-type: none"> Online Assessment Center 	Weekly Standards for Literature RL or Informational Text RI and W8	
Small Group	25 Rotating Groups Approaching On-Level Beyond ELL Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader – Literature Circles Approaching On-Level Beyond ELL Tier 2 Lessons – Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	Weekly Standards for Literature RL or Informational Text RI, RF4, RF3, and W8. *Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of RF3 a, b, c, d, e, f, and RF4a, b, c.	
		Comprehension Approaching On Beyond		Weekly Standards for Literature RL or Informational Text RI and W8	
		Shared Read Phonics/Decoding Vocabulary/Grammar ELL		Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8	



Wonders 2017: Five Day Lesson Plan Model Grade 3

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Studies in grades 2-6 provide in-depth focus on comprehension skills and strategies with a recursive focus on close reading, analytical writing, and critical thinking with specific attention to citation of text evidence between multiple texts. This research-based, recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model. Text interaction is deepened through the use of developmentally appropriate questions, tasks, and outcomes, based on grade-level standards, as well as *Webb’s Depth of Knowledge (DOK)*. *Wonders* explicitly addresses the English Language Arts priority standards through every genre study.

How to Use this Document

This five day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below – you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 3 5-Day Instructional Cycle

Wonders Genre Study in grades 2-6 provide in-depth focus in comprehension skills and strategies with recursive focus on close reading, analytical writing, and critical thinking with specific regard to citation of text evidence between multiple text. This research-based and recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. Wonders explicitly addresses priority standards for Foundational Skills, Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Foundational Skills**

RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

Weekly Standards: **Information Genre Study**

RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI 10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W8: Recall information from experiences or gather information from provided sources to answer a question.

Weekly Standards: **Literary Genre Study**

RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.


L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).


SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.




: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

Whole Group instruction assumes <60 or minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.

Small Group instructions assumes rotating 10-20 Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. 

Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer's Notebook provides a rigorous Asynchronous opportunity for student independent work. 

Day 1		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Introduce the Concept		Weekly Standards for SL1 *Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of this standard SL 1a, b, c.
		10	Read-Aloud <ul style="list-style-type: none"> Listening Comprehension 	Choice of: Online Practice Games Practice Book Pages	Weekly Standards for Literature RL or Informational Text RI and W8.
		15	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy 🎯 Summarize/Quick Write 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
		10	Vocabulary / Reading Writing Workshop	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for L4, L5, L6 *Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.
		10	Leveled Reader Approaching On-Level Beyond ELL		Weekly Standards for Literature RL or Informational Text RI and W8
Small Group 🎯		10 Rotating Groups Approaching On-Level Beyond ELL	Vocabulary Approaching On Beyond		Weekly Standards for L4, L5, L6 *Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.
			Shared Read ELL		Weekly Standards for Literature RL or Informational Text RI, L6, and W8 Students will use visuals and contextual supports to read.

Day 2 Whole Group	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
	30	Shared Reading / <i>Reading/Writing Companion</i> <ul style="list-style-type: none"> • Close Reading Routine • Skill and Strategy  • Text Features/Literary Elements  	Reading/Writing Companion Shared Read assigned as independent reading and practice.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
	10	Shared Reading / <i>Reading Writing Workshop</i> <ul style="list-style-type: none"> • Respond to Reading 	<i>Reading Writing Workshop</i> Shared Read assigned as independent reading and practice.	<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
Day 2 Small Group 	10 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i>	ALL Levels Independent Reading – assign the differentiated genre passage for reading practice.	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> <i>*Teaching the lessons covering standard RF4, as indicated throughout the year, provide comprehensive coverage of all parts of RF4a,b,c.</i>
		Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.</i>
		Shared Read ELL		<i>Weekly Standards for Literature RL or Informational Text RI, L6 and W8</i> <i>Students will use visuals and contextual supports to read.</i>

Day 3		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		20	Anchor Text / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Taking Notes 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
		10	Expand Vocabulary <ul style="list-style-type: none"> High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.</i>
Small Group	Day 3 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	20	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> <i>*Teaching the lessons covering the standard RF4, as indicated throughout the year, provide comprehensive coverage of all parts of RF4a,b,c.</i>
			Fluency <i>Approaching</i>	<i>Approaching – High-Frequency Words</i>	<i>Weekly Standard RF4</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of RF4a, b, c.</i>
			Comprehension <i>On-Level</i> <i>Beyond</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
			Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI, RF 3, L6, and W8</i>

Day 4	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	30	Paired Selection / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> • Close Reading Routine • Practice and Apply 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
	Small Group	20 Rotating Groups . <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader - Paired Read <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice.
Review and Reteach Flexible Skill Groups Literature Circles		Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8</i>

Day 5		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		25	Make Connections/ <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Respond to Reading 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
		15		Progress Monitoring <ul style="list-style-type: none"> <i>Online Assessment Center</i> 	W8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Small Group	Day 5 25 Rotating Groups as available over 10-day genre study. <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF3, RF4, and W8</i> *Teaching the lessons covering the standards RF3 and RF4, as indicated throughout the year, provide comprehensive coverage of all parts of RF3a, b, c, d, and RF4a,b,c.	
		Vocabulary <i>Approaching</i> On <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> *Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.	
		Shared Read Phonics/Decoding Vocabulary/Grammar ELL		<i>Weekly for Literature RL or Informational Text RI, RF3, L6, and W8</i>	



Wonders 2017: Five Day Lesson Plan Model Grade 4

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Studies in grades 2-6 provide in-depth focus on comprehension skills and strategies with a recursive focus on close reading, analytical writing, and critical thinking with specific attention to citation of text evidence between multiple texts. This research-based, recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model. Text interaction is deepened through the use of developmentally appropriate questions, tasks, and outcomes, based on grade-level standards, as well as *Webb’s Depth of Knowledge (DOK)*. *Wonders* explicitly addresses the English Language Arts priority standards through every genre study.

How to Use this Document

This five day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below – you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 4 5-Day Instructional Cycle

Wonders Genre Study in grades 2-6 provide in-depth focus in comprehension skills and strategies with recursive focus on close reading, analytical writing, and critical thinking with specific regard to citation of text evidence between multiple text. This research-based and recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. *Wonders* explicitly addresses priority standards for Fluency, Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Information Genre Study**

RI 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

RI 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Weekly Standards: **Literary Genre Study**

RL 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).


SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.


W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

 : Indicates optional instruction for targeted differentiated needs of students or teacher preference.

Whole Group instruction assumes <60 or minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.

Small Group instructions assumes rotating 10-20 Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. 

Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer's Notebook provides a rigorous Asynchronous opportunity for student independent work. 

Day 1		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Introduce the Concept		Weekly Standards for SL1 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of this standard SL 1a, b, c, d.</i>
		10	Read-Aloud <ul style="list-style-type: none"> Listening Comprehension 	Choice of: Online Practice Games Practice Book Pages	Weekly Standards for Literature RL or Informational Text RI and W8
		15	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy  Summarize/Quick Write 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
		10	Vocabulary / Reading/Writing Companion	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for L4, L5, L6 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.</i>
		10	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI and W8
Small Group 	Day 1	10 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		Weekly Standards for L4, L5, L6 <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.</i>
			Shared Read <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI and W8. <i>Students will use visuals and contextual supports to read.</i>

	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Day 2 Whole Group	30	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> • Close Reading Routine • Skill and Strategy • Text Features/Literary Elements 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
	10	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> • Respond to Reading 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, W8, and W9
Day 2 Small Group	10 Rotating Groups Approaching On-Level Beyond ELL	Leveled Reader Differentiated Genre Passage Approaching On-Level Beyond	ALL Levels Independent Reading – assign the differentiated genre passage for reading practice.	Weekly Standards for Literature RL or Informational Text RI, RF4, and W8 *Teaching the lessons covering this standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4a, b, c.
		Vocabulary Approaching On Beyond		Weekly Standards for L4, L5, L6 *Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.
		Shared Read ELL		Weekly Standards for Literature RL or Informational Text RI and W8 Students will use visuals and contextual supports to read.

Day 3		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		20	Anchor Text / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Taking Notes 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
		10	Expand Vocabulary <ul style="list-style-type: none"> High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.</i>
Small Group	Day 3 Rotating Groups Approaching On-Level Beyond ELL	20	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> <i>*Teaching the lessons covering the standard RF4, as indicated throughout the year, provide comprehensive coverage of all parts of RF4a,b,c.</i>
			Fluency <i>Approaching</i>	<i>Approaching – High-Frequency Words</i>	Weekly Standard for RF4 <i>*Teaching the lessons covering standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4a, b, c.</i>
			Comprehension <i>On-Level</i> <i>Beyond</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
			Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8</i>

Day 4	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	30	Paired Selection / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Practice and Apply 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, W8, and W9</i>
	Small Group Ⓢ	20 Rotating Groups . <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	Leveled Reader – Paired Read <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency Ⓢ	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice.
Review and Reteach Flexible Skill Groups Literature Circles		Shared Read Phonics/Decoding Vocabulary/Spelling ELL		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8.</i>

Day 5		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		25	Make Connections/ <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Respond to Reading 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, W8 and W9</i>
		15		Progress Monitoring <ul style="list-style-type: none"> <i>Online Assessment Center</i> 	W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Small Group	Day 5 Rotating Groups as available over 10-day genre study. <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Review and Reteach Flexible Skill Groups Literature Circles	25	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8.</i> *Teaching the lessons covering the standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts of RF4a, b, c..
			Vocabulary <i>Approaching</i> On <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> *Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.
			Shared Read Phonics/Decoding Vocabulary/Grammar ELL		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8</i>



Wonders 2017: Five Day Lesson Plan Model Grade 5

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Studies in grades 2-6 provide in-depth focus on comprehension skills and strategies with a recursive focus on close reading, analytical writing, and critical thinking with specific attention to citation of text evidence between multiple texts. This research-based, recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model. Text interaction is deepened through the use of developmentally appropriate questions, tasks, and outcomes, based on grade-level standards, as well as *Webb’s Depth of Knowledge (DOK)*. *Wonders* explicitly addresses the English Language Arts priority standards through every genre study.

How to Use this Document

This five day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below – you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 5 5-Day Instructional Cycle

Wonders Genre Study in grades 2-6 provide in-depth focus in comprehension skills and strategies with recursive focus on close reading, analytical writing, and critical thinking with specific regard to citation of text evidence between multiple text. This research-based and recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge*. *Wonders* explicitly addresses priority standards for Fluency, Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Information Genre Study**

RI 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Weekly Standards: **Literary Genre Study**

RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 4: Read with sufficient accuracy and fluency to support comprehension.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).


SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.


W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.




 : Indicates optional instruction for targeted differentiated needs of students or teacher preference.

Whole Group instruction assumes <60 or minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.

Small Group instructions assumes rotating 10-20 Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. 

Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer's Notebook provides a rigorous Asynchronous opportunity for student independent work. 

<i>Day 1</i>		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Introduce the Concept		<i>Weekly Standard SL 1</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of this standard SL 1a, b, c, and d..</i>
		10	Read-Aloud <ul style="list-style-type: none"> Listening Comprehension 	Choice of: Online Practice Games Practice Book Pages	<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
		15	Shared Reading / <i>Reading Writing Workshop</i> <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy  Summarize/Quick Write 	<i>Reading Writing Workshop</i> Shared Read assigned as independent reading and practice.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
		10	Vocabulary / <i>Reading Writing Workshop</i>	<i>Reading Writing Workshop</i> Shared Read assigned as independent reading and practice.	<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.</i>
	<i>Day 1</i>	10	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
Small Group 		Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c,; and L5a, b, c.</i>
			Shared Read <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i> <i>Students will use visuals and contextual supports to read.</i>

Day 2		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		30	Shared Reading / <i>Reading Writing Workshop</i> <ul style="list-style-type: none"> • Close Reading Routine • Skill and Strategy  • Text Features/Literary Elements  	<i>Reading Writing Workshop</i> Shared Read assigned as independent reading and practice.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>
		10	Shared Reading / <i>Reading Writing Workshop</i> <ul style="list-style-type: none"> • Respond to Reading 	<i>Reading Writing Workshop</i> Shared Read assigned as independent reading and practice.	<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
Small Group 	10 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i>	ALL Levels Independent Reading – assign the differentiated genre passage for reading practice.	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> <i>*Teaching the lessons covering RF4, as indicated, throughout the year, provides comprehensive coverage of all parts of the standard RF4a, b, c.</i>	
		Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering these standard as indicated throughout the year, provide comprehensive coverage of all parts of the standard L4a, b, c, and L5a, b, c.</i>	
		Shared Read <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i> <i>Children will use visuals and contextual supports to read.</i>	

Day 3		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		20	Anchor Text / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Taking Notes 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text.	<i>Weekly Standards for Literature RL or Informational Text RI, SLI, and W8</i>
		10	Expand Vocabulary <ul style="list-style-type: none"> High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for L4, L5, L6</i> <i>*Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standards L4a, b, c, and L5a, b, c.</i>
Small Group	Day 3 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	20	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> <i>*Teaching the lessons covering RF4, as indicated, throughout the year, provides comprehensive coverage of all parts of the standard RF4a, b, c.</i>
			Fluency <i>Approaching</i>	<i>Approaching – High-Frequency Words</i>	<i>Weekly Standard RF4</i> <i>*Teaching the lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of the standard RF4a, b, c.</i>
			Comprehension <i>On-Level</i> <i>Beyond</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>
			Shared Read Phonics/Decoding Vocabulary/Grammar ELL		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8</i>

Day 4	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	30	Paired Selection / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Practice and Apply 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, SLI, and W8</i>
	Small Group	20 Rotating Groups . <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader - Paired Read <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice.
Review and Reteach Flexible Skill Groups Literature Circles		Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI, RF3, L6, and W8</i>

Day 5		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		25	Make Connections/ <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Respond to Reading 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly for Literature RL or Informational Text RI, SL1, and W8</i>
		15		Progress Monitoring <ul style="list-style-type: none"> <i>Online Assessment Center</i> 	W8: Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
Small Group	Day 5 25 Rotating Groups as available over 10-day genre study. <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, RF4, and W8</i> *Teaching the lessons covering the standard RF4, as indicated throughout the year, provides comprehensive coverage of all parts RF4a, b, c.	
		Vocabulary <i>Approaching</i> On <i>Beyond</i>		<i>Weekly Standards for L4, L5, L6</i> *Teaching the lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of L4a, b, c and L5a, b, c.	
		Shared Read Phonics/Decoding Vocabulary/Grammar ELL		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>	



Wonders 2017: Five Day Lesson Plan Model Grade 6

This document is designed to support planning and educational decision-making by outlining the ELA instructional content priorities for the 2020–21 academic year and by providing an alignment to *Wonders* ©2017. Priority instructional content guidance was developed by [Student Achievement Partners](#) as a way for curriculum providers to help districts address the challenges and changes they will face in the year ahead.



Wonders Genre Studies in grades 2-6 provide in-depth focus on comprehension skills and strategies with a recursive focus on close reading, analytical writing, and critical thinking with specific attention to citation of text evidence between multiple texts. This research-based, recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model. Text interaction is deepened through the use of developmentally appropriate questions, tasks, and outcomes, based on grade-level standards, as well as *Webb’s Depth of Knowledge (DOK)*. *Wonders* explicitly addresses the English Language Arts priority standards through every genre study.

How to Use this Document

This five day model lesson plan provides suggested alternate pacing for both whole group and small group instruction, with guidance for what can be taught most effectively via synchronous (e.g. in your socially distanced classroom or on a group video call) and/or asynchronous learning. *Wonders* includes several tools and resources to support asynchronous learning; you can learn more about these in the Back to School Resources section in your teacher workspace. Go to **Resources > Resource Library > Back to School Supports**.

The column for Priority Standards provides the priority standards that will be covered by the suggested instruction. By teaching the lessons— as indicated in the lesson plan below – you will provide comprehensive coverage of all priority standards throughout the year.

: Indicates optional instruction for targeted differentiated needs of students or teacher preference.

<p>Whole Group instruction assumes 60 minutes of Synchronous on-line or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.</p>	<p>Small Group instructions assumes rotating 15-20 Synchronous on-line or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. </p>	<p>Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer’s Notebook provides a rigorous Asynchronous opportunity for student independent work. </p>
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Wonders 2017 - Grade 6 5-Day Instructional Cycle

Wonders Genre Study in grades 2-6 provide in-depth focus in comprehension skills and strategies with recursive focus on close reading, analytical writing, and critical thinking with specific regard to citation of text evidence between multiple text. This research-based and recursive instructional path provides regular interaction and engagement with text through the gradual release of responsibility model and developmentally appropriate questions, tasks, and outcomes based on grade-level standards as well as *Webb's Depth of Knowledge. Wonders. Wonders* explicitly addresses priority standards for Informational Text, Literary Text, Speaking and Listening, and Language through every week of instruction.

Weekly Standards: **Information Genre Study**

RI 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI 4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 9: Compare and contrast the most important points presented by two texts on the same topic.

RI 10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W8: Recall information from experiences or gather information from provided sources to answer a question.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Weekly Standards: **Literary Genre Study**

RL 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.


SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.


W8: Recall information from experiences or gather information from provided sources to answer a question.



W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.




 : Indicates optional instruction for targeted differentiated needs of students or teacher preference.


Whole Group instruction assumes <60 or minutes of Synchronous online or in-person instruction and includes Asynchronous opportunities of independent reading, writing, and skill practice.

Small Group instructions assumes rotating 10-20 Synchronous online or in-person instruction. Small Group instructional days may repeat based on the time allotted due to condensed school days and student availability for remote learning. Therefore Week 1 Small Group Instruction is repeated over the course of two days consecutive days for rotating small groups. 

Genre Writing per unit is typically scheduled over four weeks of instruction: Expert Model, Plan and Draft = Unit Weeks 1&2; Revise, Edit, Proofread, and Publish = Unit Weeks 3&4. Genre Writing may be condensed, expanded, or eliminated as needed based on time and student need. The online Writer's Notebook provides a rigorous Asynchronous opportunity for student independent work. 

<i>Day 1</i>		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group		5	Introduce the Concept		Weekly Standards for SL 1 <i>*Teaching Lessons covering this standard, as indicated throughout the year, provide comprehensive coverage of all parts of this standard SL 1a, b, and c.</i>
		10	Read-Aloud <ul style="list-style-type: none"> Listening Comprehension 	Choice of: Online Practice Games Practice Book Pages	Weekly Standards for Literature RL or Informational Text RI and W8
		15	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> Close Reading Routine Skill and Strategy  Summarize/Quick Write 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
		10	Vocabulary / Reading Writing Workshop	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for L4, L5, L6 <i>*Teaching lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, d, and L5a, b, c.</i>
	<i>Day 1</i>	10	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI, and W8
Small Group 		Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		Weekly Standards for L 4, L 5, and L 6 <i>*Teaching lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standard L4a, b, c, d; and L5a, b, c.</i>
			Shared Read <i>ELL</i>		Weekly Standards for Literature RL or Informational Text RI and W8 <i>Students will use visuals and contextual supports to read.</i>

	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Day 2 Whole Group	30	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> • Close Reading Routine • Skill and Strategy  • Text Features/Literary Elements  	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, SL1, and W8
	10	Shared Reading / Reading Writing Workshop <ul style="list-style-type: none"> • Respond to Reading 	Reading Writing Workshop Shared Read assigned as independent reading and practice.	Weekly Standards for Literature RL or Informational Text RI, W8, and W9 <i>*Teaching lessons covering W9, as indicated throughout the year, provides comprehensive coverage of all parts of the standard W9a and b.</i>
Day 2 Small Group 	10 Rotating Groups Approaching On-Level Beyond ELL	Leveled Reader Differentiated Genre Passage Approaching On-Level Beyond	ALL Levels Independent Reading – assign the differentiated genre passage for reading practice.	Weekly Standards for Literature RL or Informational Text RI and W8
		Vocabulary Approaching On Beyond		Weekly Standards for L4, L5, and L6 <i>*Teaching lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standards L4a, b, c, d, and L5a, b, c.</i>
		Shared Read ELL		Weekly Standards for Literature RL or Informational Text RI and W8 <i>Students will use visuals and contextual supports to read.</i>

Day 3		Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	20	Anchor Text / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Taking Notes 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text.	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, and W8</i>	
	10	Expand Vocabulary <ul style="list-style-type: none"> High-Frequency Words 	Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for L4, L5, and L6</i> <i>*Teaching lessons covering these standards, as indicated throughout the year, provides comprehensive coverage of all parts of the standards L4a, b, c, d, and L5a, b, c.</i>	
Small Group 	20 Rotating Groups <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	Leveled Reader Differentiated Genre Passage <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i>	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	<i>Weekly Standards for Literature RL or Informational Text RI, and W8</i>	
		Fluency <i>Approaching</i>	<i>Approaching – High-Frequency Words</i>	RF 4: Read with sufficient accuracy and fluency to support comprehension. <i>*Teaching lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of this standard RF 4a, b, c.</i>	
		Comprehension <i>On-Level</i> <i>Beyond</i>		<i>Weekly Standards for Literature RL or Informational Text RI and W8</i>	
		Shared Read Phonics/Decoding Vocabulary/Grammar <i>ELL</i>		<i>Weekly Standards for Literature RL or Informational Text RI, L6, and W8</i>	

Day 4	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
Whole Group	30	Paired Selection / <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> • Close Reading Routine • Practice and Apply 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	<i>Weekly Standards for Literature RL or Informational Text RI, SL1, W8, and W9</i> <i>*Teaching the lessons covering W9, as indicated throughout the year, provides comprehensive coverage of all parts of the standard W9a and b.</i>
	Small Group	20 Rotating Groups . <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader - Paired Read <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> <i>ELL</i> Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice.
			Shared Read Literature Anthology <i>ELL</i>	

Day 5 Whole Group	Suggested Pacing	Synchronous Learning	Asynchronous Learning	Priority Standards
	25	Make Connections/ <i>Literature Anthology & CRC</i> <ul style="list-style-type: none"> Close Reading Routine Respond to Reading 	Literature Anthology and Close Reading Companion assigned as independent reading and practice. Students may also listen to the anchor text. Choice of: Online Practice Games Practice Book Pages Words to Know online	Weekly Standards for Literature RL or Informational Text RI, SL1, W8, and W9 <i>*Teaching lessons covering W9, as indicated throughout the year, provide comprehensive coverage of all parts of the standard W9a and b.</i>
	15		Progress Monitoring <ul style="list-style-type: none"> <i>Online Assessment Center</i> 	W8: Recall information from experiences or gather information from provided sources to answer a question.
Day 5 Small Group	25 Rotating Groups as available over 10-day genre study. <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Review and Reteach Flexible Skill Groups Literature Circles	Leveled Reader <i>Approaching</i> <i>On-Level</i> <i>Beyond</i> ELL Tier 2 Lessons– Comprehension, Phonemic Awareness & Phonics, Writing, Fluency	ALL Levels Independent Reading – assign the Differentiated Genre Passage and Leveled Reader for reading practice	Weekly Standards for Literature RL or Informational Text RI and W8. RF 4: Read with sufficient accuracy and fluency to support comprehension. <i>*Teaching lessons covering this standard, as indicated throughout the year, provides comprehensive coverage of all parts of this standard RF4a,b,c.</i>
		Vocabulary <i>Approaching</i> <i>On</i> <i>Beyond</i>		Weekly Standards L4, L5, and L6 <i>*Teaching lessons covering these standards, as indicated throughout the year, provide comprehensive coverage of all parts of the standards L4a, b, c, d, and L5a, b, c.</i>
		Shared Read Literature Anthology ELL		Weekly Standards for Literature RL or Informational Text RI and W8. <i>Children will listen and take notes, then use their notes to reconstruct text. Children will write questions and answers about characters, events, and setting.</i>