



English Language Arts Curriculum Map: Wonders Kindergarten Units 3-4



Introduction

In the Spring of 2020, Memphis Shelby County Schools (MSCS) convened an official committee to review and vote for K-12 Literacy curricula to be implemented for SY 2020-21. The committee engaged in several professional learning opportunities. The goal of these professional learning sessions was to ensure that committee members were able to make informed decisions around high quality instructional materials. As indicated by the official results, the following products were selected by majority vote: **McGraw-Hill Wonders** for K-5 and **Pearson My Perspectives** for 6-12.

What does this mean?

As expected with any new adoption many things will change. Student tasks and activities, along with many of the selected texts and materials will change. Unit topics and even sequencing may change. However, there are some instructional norms that we are committed to as a district that will not change:

- There will continue to be a focus on collaborative and intentional planning. We know that to implement a lesson that meets the expectations of the standards, teachers must internalize the lesson and its intended outcomes and intentionally plan for these outcomes.
- With this in mind, we are still committed to providing students with lessons implemented with *integrity*. This means that lessons fully meet the expectations of the instructional shifts and the TN Academic standards.
- MSCS continues to be committed to strengthening early (K-2) and continuing literacy (3-12).



Teacher Support

Across the nation, school districts are facing ongoing challenges due to teacher shortages and the need to support a growing number of new and novice educators—many of whom may not have a background in education. To meet the diverse needs of new, novice, and returning teachers, we have curated curriculum resources designed to provide practical, standards-based instructional support.

For grades K–5, lesson planning PowerPoints have been developed, while grades 6–12 educators can access comprehensive lesson planning guides. These resources include targeted, standards-aligned instructional guidance, clear student expectations, quick access to essential teaching materials, student work examples and answer keys, explicit writing opportunities, and much more. Click [\[here\]](#) to access the kindergarten through fifth grade lesson planning resources.

Vision of ELA Instruction

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.



- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction

In our ELA classrooms, research-based instructional practices will include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

How to Use the Curriculum Map

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom.

Guidance for ELA Instruction

In K-5, ELA instruction focuses on meaning based and foundational skills instruction. The *Wonders* curriculum is comprehensive and integrates both meaning based and foundational skills instruction. The ELA block includes both whole group and small group instruction. In K-2 a minimum of 120 minutes should be dedicated to literacy instruction. While in 3-5, 90 minutes is the expectation. The components for whole group and small group instruction are spelled out in the curriculum maps and the instructional frameworks that address pacing within the lessons. During the core or whole group teachers are expected to engage all students in the learning. Meanwhile, during small group the teacher will work with groups of students to engage in instruction that is specific to that group’s needs. While the teacher is working with a small group, the other students are expected to engage in workstation activities. Suggested workstation activities are provided in the Wonders curriculum and highlighted in the curriculum maps.



ESL: English Language Development

To support teachers in helping to ensure success for Multilingual Learners (MLs) in the general education classroom, the Wonders curriculum provides recommendations for scaffolds throughout the curriculum. ESL supports will be found in purple in the Teacher's Edition. ESL Supports aligned to the unit lessons can be found in the Bridge to English resource located in the digital platform. These supports include Language Objectives, Spanish cognates, suggested vocabulary, and scaffolds to promote academic and language growth. To access Bridge to English, click on your grade level: [Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#). Additional supports for Newcomers in grades K-2 can be found in the Newcomer Teacher's Guide, which should be utilized in the ELD support block.

The ELPA21 English Language Proficiency (ELP) standards can be found here: <https://elpa21.org/wp-content/uploads/2023/02/1.2.2-ELP-Standards-2014.pdf>

 Reading Resource Toolkit	
Instructional Supports	
ConnectEd https://my.mheducation.com/login	ConnectEd, the Wonders curriculum online platform contains digitized copies of all print materials. It also contains professional development videos, a resource library and daily presentations to support instruction.
Wonders Scope and Sequence https://drive.google.com/drive/folders/1fM8P0NvAMTPeGDHpNiZb0rHCZxDSR2MC?usp=sharing	Click here to access Wonders Foundational Skills Scope and Sequence for K-5. These documents outline the grade level's instructional trajectory.
Pacing Calendars https://bit.ly/3IDCI7E	Pacing Calendars have been embedded in the curriculum maps to provide pacing guidance for each quarter. Please use this suggested pacing as a guide only. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.
Instructional Routines https://drive.google.com/file/d/14-gTs2oWoZQ8xBhBtBFdyaTIUAmK3WZ1/view?usp=sharing	The Instructional Routines Handbook provides step-by-step guides to key instructional practices embedded in the Wonders program. Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do something.
The Tennessee ELA Standards: https://bit.ly/46RErKW	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
K-2 ELA Standards Guides https://bestforall.tnedu.gov/lessons-and-learning-item?content-id=11151	Rooted in an integrated literacy model, these guides go beyond surface-level comprehension—they reinforce foundational reading skills, fluency, and knowledge-building through an emphasis on the use of high-quality instructional materials.
Managing Small Groups https://tinyurl.com/y9xhqn3z	This book by Vicki Gibson and Doug Fisher provides methodology and guidelines for implementing differentiated instruction in the classroom.
Instructional Framework KK_Wonders_ELA_Instructional_Framework.docx	The Kindergarten Instructional Framework is designed to provide guidance around the 120-minute Wonders literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building, and grade-level structures, as well as student needs and instructional



	goals, may influence scheduling within the ELA block.
Engagement Protocols https://bit.ly/3MhsfHK	This collection of classroom engagement protocols and strategies are designed to provide teachers with a list of engagement ideas that can be used during instruction in order to promote active engagement and collaboration which can lead to increased student performance.
English Language Development (ELD) Standards Crosswalks https://bit.ly/3lsHjEe	A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee English Language Development (ELD) Standards are systematically cross-walked with the Tennessee Academic Standards in English Language Arts (ELA) to support integrated instructional planning for English learners (ELs).
Foundational Skills Support	
K-2 Essentials https://bit.ly/4fgE9je	K-2 teachers should keep the K-2 Essentials in mind during their planning to ensure that foundational skills instruction is effective and engaging for all K-2 students. By integrating explicit and systematic teaching methods, utilizing decodable readers, and incorporating multisensory learning strategies, educators can create a structured and supportive learning environment.
Florida Center for Reading Research https://fcrr.org/	A team of researchers and teachers at FCRR collected ideas and created Student Center Activities for use in pre-kindergarten through fifth grade classrooms. The activities are designed for students to practice, demonstrate, and extend their learning of what has already been taught, sometimes with teacher assistance and sometimes independently. Students can complete the activities in small groups, pairs, or individually. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.
Achieve the Core Foundational Skills https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include foundational skills professional development. Links to all these resources and more can be accessed through the url provided.
Best for All: TN Foundational Skills Resources https://bestforall.tnedu.gov/	These resources, which include Sounds First, TNFSCS, and videos were developed to support students' foundational skills acquisition.
Reading Coach https://coach.microsoft.com/webapp/welcome	Reading Coach, a free tool from Microsoft, provides personalized and adaptive reading fluency practice using AI. It helps students improve their reading skills through engaging, customizable content and feedback. To access Reading Coach, simply click on the waffle icon in the top left corner of Outlook, then select "Reading Coach" from the apps menu.



Science and Reading Correlation

Savvas elevateScience

<https://scsk12.sharepoint.com/:b:/s/MSCSOfficeofLiteracy/EVZAJpWHeAtPuUFI5cLR7u8B4JugKogPCgrY035fMNC3SA?e=RCVkj9j>

Savvas Learning has created a Reading Correlation Guide that correlates elevateScience with the McGraw Hill Wonders program. The guide highlights thematic connections that exist between elevateScience and McGraw Hill Wonders. Thus, showing how elevateScience can be integrated into the classroom alongside other programs.

Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link into the your browser's search engine.



October 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 Quarter 1 <i>Foundational skills: Phoneme /t/ Grapheme Tt</i> <i>High Frequency word: like</i> <i>Grammar: Verbs</i>			1 Unit 2 Week 2 Day 3	2 Unit 2 Week 2 Day 4	3 Unit 2 Week 2 Day 5 <i>Q1 Ends</i>
Week 1 Quarter 2 Unit 2: Week 3 <i>Foundational skills: Review Phonemes /m/, /a/, /s/, /p/ /t/ Graphemes Mm, Aa, Ss, Pp, Tt</i> <i>High Frequency Words: the, a, see, we, like</i> <i>Grammar: verbs</i>	6 Unit 2 Week 3 Day 1 <i>Q2 Begins</i>	7 Unit 2 Week 3 Day 2	8 Unit 2 Week 3 Day 3	9 Unit 2 Week 3 Day 4	10 Unit 2 Week 3 Day 5
	13 Fall Break <i>(Students Out)</i>	14 Fall Break <i>(Students Out)</i>	15 Fall Break <i>(Students Out)</i>	16 Fall Break <i>(Students Out)</i>	17 Fall Break <i>(Students Out)</i>
Week 2 Quarter 2 Unit 3: Week 1 <i>Foundational skills: Phoneme /i/ Grapheme Ii</i> <i>High Frequency word: to</i> <i>Grammar: Sentences</i>	20 Unit 3 Week 1 Day 1 <i>Students Return</i>	21 Unit 3 Week 1 Day 2	22 Unit 3 Week 1 Day 3	23 Unit 3 Week 1 Day 4	24 Unit 3 Week 1 Day 5
Week 3 Quarter 2 Unit 3: Week 2 <i>Foundational skills: Phoneme /n/ Grapheme Nn</i> <i>High Frequency word: and</i> <i>Grammar: Sentences</i>	27 Unit 3 Week 2 Day 1	28 Unit 3 Week 2 Day 2	29 Unit 3 Week 2 Day 3	30 Unit 3 Week 2 Day 4	31 Unit 3 Week 2 Day 5

Click [here](#) to access your grade level's new ELA lesson planning resource.



November 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 – Quarter 2	27	28	29	30	31
Week 4 – Quarter 2 Unit 3: Week 3 Foundational skills: Phoneme /k/ Grapheme Cc High Frequency word: go Grammar: Sentences	3 Unit 3 Week 3 Day 1	4 Unit 3 Week 3 Day 2	5 Unit 3 Week 3 Day 3	6 Unit 3 Week 3 Day 4	7 Unit 3 Week 3 Day 5
Week 5 – Quarter 2 Unit 4: Week 1 Foundational skills: Phoneme /o/ Grapheme Oo High Frequency word: you Grammar: adjectives	10 In-Service (Students Out)	11 Veteran's Day (Students Out)	12 Unit 4 Week 1 Day 1	13 Unit 4 Week 1 Day 2	14 Unit 4 Week 1 Day 3
Week 6 – Quarter 2 Unit 4: Week 2 Foundational skills: Phoneme /d/ Grapheme Dd High Frequency word: do Grammar: adjectives	17 Unit 4 Week 1 Day 4/5	18 Unit 4 Week 2 Day 1	19 Unit 4 Week 2 Day 2	20 Unit 4 Week 2 Day 3	21 Unit 4 Week 2 Day 4/5
	24 Thanksgiving Break (Students Out)	25 Thanksgiving Break (Students Out)	26 Thanksgiving Break (Students Out)	27 Thanksgiving Break (Students Out)	28 Thanksgiving Break (Students Out)
Notes: Click here to access your grade level's new ELA lesson planning resource.					



December 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7 – Quarter 2 Unit 4: Week 3 Foundational skills: Phoneme review and /s/ blends Grapheme review li, Nn, Cc, Oo, Dd, sn, sp, st, High Frequency word: to, and, go, you, do Grammar: Sentences	1 Unit 4 Week 3 Day 1	2 Unit 4 Week 3 Day 2	3 Unit 4 Week 3 Day 3	4 Unit 4 Week 3 Day 4	5 Unit 4 Week 3 Day 5
Week 8 – Quarter 2 Unit 4: Review, Extend, Assess	8 Review, Extend, Assess	9 Review, Extend, Assess	10 Review, Extend, Assess	11 Review, Extend, Assess	12 Review, Extend, Assess
Week 9 – Quarter 2 Unit 5: Week 1 Foundational skills: Phoneme /h/ Grapheme Hh High Frequency word: my Grammar: Subjective Pronouns	15 Unit 5 Week 1 Day 1	16 Unit 5 Week 1 Day 2	17 Unit 5 Week 1 Day 3	18 Unit 5 Week 1 Day 4	19 Unit 5 Week 1 Day 5 Q2 Ends
	22 Winter Break (Students Out)	23 Winter Break (Students Out)	24 Winter Break (Students Out)	25 Winter Break (Students Out)	26 Winter Break (Students Out)
	29	30	31	1	2

Notes: Notes: Click [\[here\]](#) to access your grade level's new ELA lesson planning resource.

Winter Break extends from December 22, 2025-January 5, 2026. Students return to school on January 6, 2026.

Q2 ends December 29, 2025, and Q3 begins January 6, 2026.

At the end of Unit 4 there is another opportunity to Review-Extend-Assess. These lessons are flexible. Therefore, teachers may move on to the next unit if they engage students in the Units' summative assessment.



Wonders Unit 3 Curriculum Map Kindergarten



Unit-at-a-Glance

The Unit-at-a-Glance found [here](#) is designed to provide a high-level overview of the weekly reading skills found in the unit.

Unit 3 Overview

The Big Idea of this unit is *What Can You Learn By Going to Different Places?* The Habits of Learning focus on using a variety of strategies when reading, while the Classroom Culture focuses on learning through modeling and practice. The unit explores the following concepts:

Week 1

- *Texts Set Focus*
 - Children read, write, and listen to stories about rules in different settings.
- *Key Concept*
 - Rules to Go By
- *Essential Question*
 - What rules do we follow in different places?

Week 2

- *Texts Set Focus*
 - Children read, write, and listen to stories about sounds in our environment.
- *Key Concept*
 - Sounds Around Us
- *Essential Question*
 - What are the different sounds we hear?

Week 3

- *Texts Set Focus*
- Children read and write about places they go during the week.
- *Key Concept*
 - The Places We Go
- *Essential Question*
 - What places do you go to during the week?



Unit Assessments

Unit 3 includes opportunities for progress monitoring at the end of each week. Each progress monitoring assessment will informally test skills taught during the week.

Unit 3 Progress Monitoring	
Week	Progress monitoring details page #
Week 1	T102
Week 2	T198
Week 3	T294

TESTED SKILLS

After every three weeks of instruction, *Wonders* assesses foundational skills taught in the unit. After every six weeks of instruction, *Wonders* provides a more comprehensive assessment of comprehension skills, foundational skills, high-frequency words, and category words. This test assesses the following foundational skills taught in Unit 3.

PHONEMIC AWARENESS	PHONICS	HIGH-FREQUENCY WORDS
<ul style="list-style-type: none">• Phoneme Isolation• Phoneme Blending• Phoneme Identity	<ul style="list-style-type: none">• /i/i (initial/medial)• /n/n (initial/final)• /k/c (initial)	<ul style="list-style-type: none">• to, and, go

For additional details see 296.

Instructional Routines

Instructional Routines are management tools that provide clear, step-by-step guidance for how children approach learning activities. Using routines helps teachers communicate expectations and help children to efficiently develop effective learning habits. Key routines used throughout *Wonders* are explained during Start Smart. In the Instructional Routines section of the curriculum maps, routines that are highlighted within the core instruction are listed in black. Additional routines that support that day's instructional components are noted in green. For further information regarding the Instructional Routines, see the *Instructional Routines Handbook* found [here](#).

ELL Scaffolds

ELL scaffolds for English Language Learners are embedded throughout the unit and found in each daily lesson. These scaffolds include beginning, intermediate and advanced instructional supports to help ELLs develop vocabulary, build fluency, and develop proficiency in speaking and writing. *The Bridge to English* resource found within the Teachers Edition will provide additional scaffolding support, make suggestions for pre-teaching key



vocabulary, provide a language objective, and mini-lesson suggestions. Additionally, Newcomer support is provided by means of Newcomer activity cards and Beginning Level scaffolding suggestions found within the curriculum. The Newcomer Teachers Guide and related activities should only be utilized within the ELD support block to develop Social and Instructional Language for Newcomers.

Writing

For all grades, students write in response to each text they read. There are also Writing Process lessons in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre. This unit focuses on fiction.

Self-Regulated Strategy Development (SRSD)

<https://srsdonline.org/free-materials/>

SRSD uses a six-stage gradual release model to teach writing strategies and build self-regulation. Instruction is delivered through six flexible, recursive stages: (1) Develop Background Knowledge, (2) Discuss It, (3) Model It, (4) Memorize It, (5) Support It, and (6) Independent Performance. Teachers guide students through activities in each stage as they initially learn to write with the SRSD model. Each stage includes key actions.

Unit 3 Week 1: Rules to Go By			
Essential Question: What Rules Do We Follow in Different Places?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week's goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.2 K.SL.CC.2 K.W.RW.10 K.FL.VA.7b.iii K.FL.PC.1.e K.FL.PA.2.d	Introduce the Unit T7D SEL: Two Different Worlds video, T19A-19B Introduce the Concept T20–T21 • Oral Vocabulary Words: <i>rule, cooperate</i> Listening Comprehension <i>How Do Dinosaurs Go to School?</i> , T22–T27	• Listening Comprehension, <i>How Do Dinosaurs Go to School?</i>	• Retelling Routine • Collaborative Conversation • Fluency Routines



K.FL.PWR.3.b K.FL.PWR.3.c K.FL.PA.2.d K.FL.WC.4.e K.FL.WC.4.b K.FL.WC.4.a K.FL.WC.4.b K.FL.WC.4.f K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.h	Word Work T28–T31 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics: Introduce /i/i • Handwriting: Write <i>li</i> • High-Frequency Word: <i>to</i> Shared Writing T32 Grammar Sentences, T33		<ul style="list-style-type: none"> • Phonemic Awareness Routines • Phonics Routines • HFW Routines
There are no optional instructional activities on Day 1.			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.3 K.RL.CS.5 K.RL.IKI.7 K.FL.PA.2.a K.FL.PWR.3.b K.FL.PWR.3.c K.FL.WC.4.f K.FL.PC.1.d K.FL.F.5.a K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.h K.FL.VA.7c	Build the Concept T34–T35 <ul style="list-style-type: none"> • Phonological Awareness: Recognize Rhyme • Category Words: Action Words Listening Comprehension <i>How Do Dinosaurs Go to School?</i> , T36–T39 Word Work T40–T41 <ul style="list-style-type: none"> • Phonics/Spelling: Review Short <i>i</i> • Phonics: Blend Words with Short <i>i</i> Shared Read “Can I Pat It?,” T42–T43 Shared Writing T44 Grammar Sentences, T45	<ul style="list-style-type: none"> • Listening Comprehension, <i>Do Dinosaurs Go to School?</i> • Shared Read, Can I Pat It? 	<ul style="list-style-type: none"> • Phonics Routines
Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.			



Review Oral Vocabulary Words <i>rule, cooperate</i> , T34 / Word Work T40–T41 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Blending • High-Frequency Word: <i>to</i>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.RL.IKI.9 K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.c K.FL.WC.4.c K.FL.WC.4.d K.FL.WC.4.f K.FL.F.5.a K.FL.PC.1.a K.W.PDW.4 K.FL.SC.6.i K.FL.SC.6.h K.FL.VA.7b.iii	Build the Concept T46 • Oral Vocabulary Words <i>guard, prank, responsible</i> Listening Comprehension “The Boy Who Cried Wolf,” T47 Word Work T48–T51 • Phonemic Awareness: Phoneme Isolation • Phonics: Review Short <i>i</i> ; Blend Words with Short <i>i</i> and <i>m, s, t, p</i> • High-Frequency Word: <i>to</i> Reread the Shared Read “Can I Pat It?,” T52–T53 Independent Writing T54	• Listening Comprehension, <i>The Lion and the Mouse</i> • Shared Read, <i>I Can</i>	• Phonemic Awareness Routines • Phonics Routines • HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T48–T51 • Fluency: Sound-Spellings • Phonics: Picture Sort / Grammar Sentences, T55			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.KID.2 K.RL.KID.2 K.RI.IKI.8 K.RI.CS.5 K.RI.IKI.7 K.SL.CC.1 K.FL.PA.2.a	Extend the Concept T56–T57 • Phonological Awareness: Rhyme • Category Words: Action Words Listening Comprehension “Be Safe!,” T58–T61 Word Work T62–T63 • Phonemic Awareness: Phoneme Blending • Phonics: Blend with Short <i>i, a</i> and <i>s, p, t</i>	• Listening Comprehension, <i>How to Be a Friend</i> • Shared Read, <i>Can I?</i>	• Close Reading Routine • Collaborative Conversation • Phonemic Awareness Routines



K.FL.PWR.3.b K.FL.PWR.3.e K.FL.PWR.3.c K.FL.WC.4.c K.FL.WC.4.d K.FL.WC.4.e K.FL.WC.4.f K.FL.PC.1.c K.FL.F.5.a K.FL.SC.6.h K.FL.VA.7c K.W.PDW.5 K.W.PDW.4 K..W.PDW.6 K.W.RBPK.7	<ul style="list-style-type: none"> Phonics: Spell Words Shared Read “Tim Can Tip It,” T64–T65 Independent Writing T66 Grammar Sentences, T67 Integrate Ideas T68–T69 <ul style="list-style-type: none"> Research and Inquiry 		<ul style="list-style-type: none"> Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words rules, cooperate, guard, prank, responsible, T56 /Word Work T62–T63 • Fluency: Sound-Spellings • High-Frequency Word: to</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.1 K.FL.PWR.3.c K.FL.PWR.3.c K.FL.WC.4.c K.FL.WC.4.d K.FL.WC.4.f K.FL.PC.1.c K.FL.F.5.a K.FL.SC.6.c K.W.PDW.4	Word Work T70–T71 <ul style="list-style-type: none"> Phonemic Awareness: Categorization Phonics: Read Words with Short <i>i, a</i> and <i>s, p, t, m</i> Phonics: Spell Words High-Frequency Word: <i>to</i> Reread the Shared Read “Tim Can Tip It,” T72–T73 Independent Writing T74 Grammar Sentences, T75 Integrate Ideas T76–T77 <ul style="list-style-type: none"> Text Connections 	<ul style="list-style-type: none"> Reread the Shared Read, <i>Can I?</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines



K.SL.CC.3 K.SL.PKI.6 K.SL.CC.3 K.SL.PKI.6 K.SL.CC.1 K.SL.PKI.6.7	<ul style="list-style-type: none"> • Weekly Wrap Up 		
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			
<p>Word Work T71 • Fluency: Sound-Spellings</p>			
<p>Small Groups</p>			
<p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.</p>			
<p><i>Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.</i></p>			
<p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 1, Social Studies Card 7, Phonics/Word Study Card 7, and Writing Card 12</i>. For more details about this week's workstation options see pages T16 and T17 of Unit 3's Teacher Edition.</p>			



Week 2: Sounds Around Us			
Essential Question: What are the different sounds we hear?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week's goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.3 K.RL.KID.2 K.FL.PA.2.d K.FL.PWR.3.a K.FL.PWR.3.c K.FL.WC.4.b K.FL.WC.4.a K.FL.WC.4.b K.FL.WC.4.f K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.h K.FL.SC.6.i K.FL.VA.7b.iii K.SL.CC.2 K.W.TTP.2 K.W.RW.10	SEL: <i>The Power of Yet</i> video, T115A-115B Introduce the Concept T116–T117 • Oral Vocabulary Words: <i>listen, volume</i> Listening Comprehension <i>Clang! Clang! Beep! Beep! Listen to the City</i> , T118–T123 Word Work T124–T127 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics: Introduce /n/n • Handwriting: Write <i>Nn</i> • High-Frequency Word: <i>and</i> Shared Writing , T128 Grammar Sentences, T129	• Listening Comprehension <i>Clang! Clang! Beep! Beep! Listen to the City</i>	• Collaborative Conversation • Retelling Routine • Fluency Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routines
There are no optional instructional activities on Day 1.			



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.RL.IKI.7 K.RL.KID.1 K.FL.PC.1.b K.FL.PC.1.c K.FL.PA.2.a K.FL.PA.2.c K.FL.PWR.3.a K.FL.PWR.3.c K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.i K.FL.SC.6.h K.FL.SC.6.i K.FL.VA.7c K.FL.VA.7b.iii K.W.TTP.2	Build the Concept T130–T131 <ul style="list-style-type: none"> Phonological Awareness Onset and Rime Blending Category Words: Sound Words Listening Comprehension <i>Clang! Clang! Beep! Beep!</i> , T132–T135 Word Work T136–T137 <ul style="list-style-type: none"> Phonics: Review /n/n Phonics: Blend Words with /n/n Shared Read “Nat and Tip,” T138–T139 Shared Writing , T140 Grammar Sentences, T141	<ul style="list-style-type: none"> Listening Comprehension <i>Clang! Clang! Beep! Beep!</i>, Shared Read, <i>Nat and Tip</i> 	<ul style="list-style-type: none"> Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words listen, volume, T130 /Word Work T136–T137 • Fluency: Sound-Spellings • High-Frequency Word: and • Phonemic Awareness: Phoneme Blending</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.RL.IKI.9 K.FL.PC.1.a K.FL.PC.1.c	Build the Concept T142 <ul style="list-style-type: none"> Oral Vocabulary Words: <i>exclaimed, chat, familiar</i> Listening Comprehension “The Turtle and the Flute,” T143	<ul style="list-style-type: none"> Listening Comprehension, <i>The Turtle and the Flute</i> 	<ul style="list-style-type: none"> Phonemic Awareness Routines



K.FL.PA.2.d K.FL.PWR.3.a K.FL.PWR.3.c K.FL.WC.4.d K.FL.WC.4.f K.FL.F.5.a K.W.PDW.4 K.W.TTP.2 K.FL.SC.6.h K.FL.SC.6.i K.FL.SC.6.h K.FL.VA.7b.iii	Word Work T144–T147 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Isolation Phonics: Review /n/n; Blend Words with Short <i>a, i</i> and <i>t, p, n</i> High-Frequency Word: <i>and</i> Reread the Shared Read “Nat and Tip,” T148–T149 Independent Writing, T150	<ul style="list-style-type: none"> Reread the Shared Read, <i>Nat and Tip</i> 	<ul style="list-style-type: none"> Phonics Routines HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T144–T147 • Fluency: Sound-Spellings • Phonics: Picture Sort Grammar Sentences, T151			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.CS.5 K.RI.IKI.7 K.RI.CS.4 K.RI.IKI.7 K.SL.CC.1 K.FL.PC.1.e K.FL.PWR.3.e K.FL.PWR.3.c K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.FL.PC.1.c K.FL.F.5.a K.FL.SC.6.h	Extend the Concept T152–T153 <ul style="list-style-type: none"> Phonological Awareness: Onset and Rime Category Words: Sound Words Listening Comprehension “Sounds Are Everywhere,” T154–T157 Word Work T158–T159 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending Phonics: Blend with Short <i>a, i</i> and <i>n, p, t</i> Phonics: Spell Words Shared Read “Tim and Nan,” T160–T161 Independent Writing, T162 Grammar Sentences, T163 Integrate Ideas T164–T165 <ul style="list-style-type: none"> Research and Inquiry 	<ul style="list-style-type: none"> Listening Comprehension, <i>Sounds Are Everywhere</i> Shared Read, <i>Tim and Nan</i> 	<ul style="list-style-type: none"> Close Read Routine Collaborative Conversation Phonemic Awareness Routines Phonics Routines



K.FL.SC.6.i K.FL.VA.7c K.W.PDW.5 K.W.PDW.4 K.W.RBPK.8 K.W.RBPK.7			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words <i>listen, volume, exclaimed, chat, familiar</i>, T152/Word Work T158–T159 • Fluency: Sound-Spellings • High-Frequency Word: <i>and</i></p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.FL.PA.2.d K.FL.WC.4.c K.FL.PWR.3.c K.FL.WC.4.d K.FL.WC.4.f K.FL.F.5.a K.FL.PC.1.a K.SL.PKI.5 K.W.PDW.4 K.SL.CC.3 K.SL.PKI.6 K.SL.PKI.5 K.SL.PKI.6 K.W.PDW.6	Word Work T166–T167 <ul style="list-style-type: none"> Phonemic Awareness: Categorization Phonics: Read Words with Short <i>a, i</i> and <i>p, n, t, m</i> Phonics: Spell Words High-Frequency Word: <i>and</i> Reread the Shared Read “Tim and Nan,” T168–T169 Independent Writing , T170 Grammar Sentences, T171 Integrate Ideas , T172–T173 <ul style="list-style-type: none"> Text Connections Weekly Wrap Up 	<ul style="list-style-type: none"> Reread the Shared <i>Tim and Nan</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			



Word Work T167 • Fluency: Sound-Spellings

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. **In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.**

Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent **Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards.** These activities align with the **Blended Learning Station Rotation Model.** They provide both **online and offline engagement opportunities.** The Workstation Cards identified for this week are *Reading Card 1, Science Card 1, Phonics/Word Study Card 8, and Writing Card 15.* For more details about this week's workstation options see pages T112 and T113 of Unit 3's Teacher Edition.

Week 3: Going Places



Essential Questions: What Places Do You Goto During the Week?

Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. This week's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.3 K.RL.KID.2 K.FL.PA.2.d	SEL: Belly Breathe video, T211A-211B Introduce the Concept T212–T213 • Oral Vocabulary Words: <i>routine, neighborhood</i>	• Listening Comprehension,	• Collaborative Conversations • Retelling Routine



K.FL.PWR.3.a K.FL.PWR.3.c K.FL.WC.4.b K.FL.WC.4.a K.FL.WC.4.f K.FL.SC.6.b K.FL.SC.6.h K.FL.SC.6.a K.FL.VA.7b.iii K.SL.CC.2 K.W.TTP.3 K.W.RW.10	Listening Comprehension <i>Please Take Me for a Walk</i> , T214–T219 Word Work T220–T223 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics: Introduce /k/c • Handwriting: Write Cc • High-Frequency Word: <i>go</i> Shared Writing T224 Grammar Sentences, T225	<i>Please Take Me for a Walk</i>	<ul style="list-style-type: none"> • Fluency Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routines
<i>There are no optional instructional activities on Day 1.</i>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Optional Opportunities
K.RL.IKI.7 K.RL.KID.3 K.FL.PA.2.b K.FL.PA.2.d K.FL.PWR.3.c K.FL.PWR.3.a K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.e K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.i K.FL.SC.6.e K.FL.VA.7c K.FL.VA.7b.iii K.W.TTP.3	Build the Concept T226–T227 <ul style="list-style-type: none"> • Phonological Awareness: Count and Pronounce Syllables • Category Words: Sequence Words Listening Comprehension <i>Please Take Me for a Walk</i> , T228–T231 Word Work T232–T233 <ul style="list-style-type: none"> • Phonics: Review /k/c • Phonics: Blend Words with /k/c Shared Read “We Go to See Nan,” T234–T235 Shared Writing T236 Grammar Sentences, T237	<ul style="list-style-type: none"> • Listening Comprehension, <i>Please Take Me for a Walk</i> • Shared Read, <i>We Go to See Nan</i> 	<ul style="list-style-type: none"> • Phonics Routines



Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Review Oral Vocabulary Words routine, neighborhood, T226 /**Word Work** T232–T233 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Blending • High-Frequency Word: go

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.1 K.FL.PWR.3.a K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.c K.FL.PWR.3.a K.FL.WC.4.d K.FL.WC.4.f K.FL.F.5.a K.FL.PC.1.a K.FL.SC.6.h K.FL.SC.6.i K.FL.SC.6.h K.FL.SC.6.i K.FL.VA.7b.iii K.W.PDW.4	Build the Concept T238 • Oral Vocabulary Words: <i>local, intelligent, volunteer</i> Listening Comprehension “Field Trips,” T239 Word Work T240–T243 • Phonemic Awareness: Phoneme Blending, Long Vowel Awareness • Phonics: Review /k/c; Blend Words with <i>c, p, n, t, m, a</i> • High-Frequency Word: <i>go</i> Reread the Shared Read “We Go to See Nan,” T244–T245 Independent Writing T246	• Listening Comprehension, <i>Field Trips</i> • Reread the Shared Read, <i>We Go to See Nan</i>	• Phonemic Awareness Routines • Phonics Routines • HFW Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T240–T243 • Fluency: Sound-Spellings • Phonics: Picture Sort /**Grammar** Sentences, T247

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
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K.RI.KID.2 K.RI.IKI.7 K.FL.PA.2.b K.FL.VA.7c K.FL.PWR.3.c K.FL.PWR.3.e K.FL.PWR.3.b K.FL.PWR.3.d K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.e K.W.PDW.6 K.W.PDW.5 K.W.PDW.4 K.W.PDW.6 K.W.RBPK.8 K.W.RBPK.7	Extend the Concept T248–T249 <ul style="list-style-type: none"> Phonological Awareness: Count and Pronounce Syllables Category Words: Sequence Words Listening Comprehension “A Neighborhood,” T250–T253 Word Work T254–T255 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Identity; Long Vowel Awareness Phonics: Blend with Short <i>a</i> and <i>c, p, t, n</i> Shared Read “Can We Go?,” T256–T257 Independent Writing T258 Grammar Sentences, T259 Integrate Ideas T260–T26 <ul style="list-style-type: none"> Research and Inquiry 	<ul style="list-style-type: none"> Listening <i>Comprehension</i> A Neighborhood Shared Read, <i>Can We Go?</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversations Phonemic Awareness Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words routine, neighborhood, local, intelligent, volunteer, T248 /Word Work T254–T255 • Fluency: Sound-Spellings • High-Frequency Word: go</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.RL.IKI.9 K.FL.PA.2.d K.FL.PWR.3.a K.FL.PWR.3.b K.FL.PWR.3.c	Word Work T262–T263 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation; Long Vowel Awareness Phonics: Read Words with Short <i>a</i> and <i>c, p, t, n, s</i> Phonics: Spell Words High-Frequency Words: <i>go</i> 	<ul style="list-style-type: none"> Reread the Shared Read, <i>Can We Go?</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines



<p>K.FL.WC.4.d K.FL.PA.2.d K.FL.WC.4.c K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.h K.FL.SC.6.i K.SL.CC.3 K.W.PDW.4</p>	<p>Reread the Shared Read “Can We Go?,” T264–T265 Independent Writing T266 Grammar Sentences, T267 Integrate Ideas T268–T269</p> <ul style="list-style-type: none"> • Text Connections • Weekly Wrap Up 		<ul style="list-style-type: none"> • HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			
<p>Word Work T263 • Fluency: Sound-Spellings</p>			
<p>Small Groups</p>			
<p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.</p> <p><i>Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.</i></p>			
<p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 3, Social Studies Card 9, Phonics/Word Study Card 9, and Writing Card 20</i>. For more details about this week’s workstation options see pages T16 and T209 of Unit 3’s Teacher Edition.</p>			



Wonders Unit 4 Curriculum Map Kindergarten



Unit-at-a-Glance

The Unit-at-a-Glance found [here](#) is designed to provide a high-level overview of the weekly reading skills found in the unit.

Unit 4 Overview

The Big Idea of this unit is *What do you know about people and places in your neighborhood?* The Habits of Learning focus on writing to communicate effectively, while the Classroom Culture focuses on inspiring confident writers. The unit explores the following key concepts:

Week 1

- *Texts Set Focus*
 - Children read, write, and listen to stories about using tools to explore.
- *Key Concept*
 - Time for Work
- *Essential Question*
 - What do people use to do their jobs?

Week 2

- *Texts Set Focus*
 - Children read, write and listen to stories about neighborhoods.
- *Key Concept*
 - Meet Your Neighbors
- *Essential Question*
 - Who are your neighbors?

Week 3

- *Texts Set Focus*
 - Children read and write about people working together.
- *Key Concept*
 - Pitch In
- *Essential Question*
 - How can people help to make your community better?

**Review, Extend, and Assess**

- Units 3 and 4 Summative Assessment

Unit Assessments

In Unit 4 students will engage in progress monitoring at the end of each week. Each progress monitoring assessment will formally and informally test skills taught during the genre study.

Unit 4 Progress Monitoring	
Week	Progress monitoring details page #
Week 1	T396
Week 2	T488
Week 3	T580

In kindergarten, at the end of every two units, students will engage in a summative assessment. Students will be assessed on their understanding of key instructional content taught during the two units.

TESTED SKILLS

This test assesses the following skills taught throughout Units 3 and 4.

COMPREHENSION	HIGH-FREQUENCY WORDS	PHONOLOGICAL/ PHONEMIC AWARENESS	PHONICS	CATEGORY WORDS
<ul style="list-style-type: none">• Key Details• Character, Setting, Events• Text Structure: Sequence	<ul style="list-style-type: none">• <i>to, and, go, you, do</i>	<ul style="list-style-type: none">• Phoneme Isolation• Phoneme Blending• Phoneme Categorization• Counting Syllables	<ul style="list-style-type: none">• /o/o (initial/medial)• /d/d (initial/final)	<ul style="list-style-type: none">• Action, Sound, Sequence, Jobs, Foods, Position Words

For additional details about the Unit 3 and 4 summative assessments, please see T604.

Instructional Routines

Instructional Routines are management tools that provide clear, step-by-step guidance for how children approach learning activities. Using routines helps teachers communicate expectations and help children to efficiently develop effective learning habits. Key routines used throughout Wonders are explained during Start Smart. In the Instructional Routines section of the curriculum maps, routines that are highlighted within the core instruction are listed in black. Additional routines that support that day's instructional components are noted in green. For further information regarding the Instructional Routines, see the *Instructional Routines Handbook* found [here](#).

ELL Scaffolds

ELL scaffolds for English Language Learners are embedded throughout the unit and found in each daily lesson. These scaffolds include beginning, intermediate and advanced instructional supports to help ELLs develop vocabulary, build fluency, and develop proficiency in speaking and writing. *The Bridge to English resource*



found within the Teachers Edition will provide additional scaffolding support, make suggestions for pre-teaching key vocabulary, provide a language objective, and mini-lesson suggestions. Additionally, Newcomer support is provided by means of Newcomer activity cards and Beginning Level scaffolding suggestions found within the curriculum. The Newcomer Teachers Guide and related activities should only be utilized within the ELD support block to develop Social and Instructional Language for Newcomers.

Writing

For all grades, students write in response to each text they read. There are also Writing Process lessons in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre. This unit focuses on Informational/Explanatory and Realistic Fiction.

Self-Regulated Strategy Development (SRSD)

<https://srsdonline.org/free-materials/>

SRSD uses a six-stage gradual release model to teach writing strategies and build self-regulation. Instruction is delivered through six flexible, recursive stages: (1) Develop Background Knowledge, (2) Discuss It, (3) Model It, (4) Memorize It, (5) Support It, and (6) Independent Performance. Teachers guide students through activities in each stage as they initially learn to write with the SRSD model. Each stage includes key actions.

Week 1: Time for Work



Essential Question: What do people use to do their jobs?

Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. This week's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.2 K.RI.IKI.7 K.FL.VA.7b.iii K.SL.CC.2 K.W.RW.10 K.FL.PC.1.e K.FL.PA.2.d	Introduce the Unit , T305D SEL: <i>Social Navigators</i> video, T317A-317B Introduce the Concept T318–T319 • Oral Vocabulary Words: <i>equipment, uniform</i> Listening Comprehension <i>Whose Shoes? A Shoe for Every Job</i> , T320–T325 Word Work T326–T329	<ul style="list-style-type: none"> Listening Comprehension, <i>Whose Shoes? A Shoe for Every Job</i> 	<ul style="list-style-type: none"> Collaborative Conversation Retelling Routine Fluency Routine



K.FL.PWR.3.b K.FL.PWR.3.c K.FL.WC.4.e K.FL.WC.4.b K.FL.WC.4.a K.FL.WC.4.f K.FL.SC.6.g K.FL.SC.6.b K.FL.SC.6.a K.W.TTP.2	<ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics: Introduce /o/o • Handwriting: Write Oo • High-Frequency Word: you Shared Writing T330 Grammar Adjectives, T331		<ul style="list-style-type: none"> • Phonemic Awareness Routines • Phonics Routines • HFW Routines
<i>There are no optional instructional activities on Day 1.</i>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.FL.PA.2.c K.RI.CS.5 K.RI.IKI.7 K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.c K.FL.PWR.3.d K.FL.WC.4.e K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.g K.FL.VA.7c K.W.TTP.2	Build the Concept T332–T333 <ul style="list-style-type: none"> • Phonological Awareness: Onset and Rime Segmentation • Category Words: Job Words Listening Comprehension <i>Whose Shoes? A Shoe for Every Job</i> , T334–T337 Word Work T338–T339 <ul style="list-style-type: none"> • Phonics/Spelling: Review Short o • Phonics: Blend Words with /o/o Shared Read “Tom on Top!,” T340–T341 Shared Writing T342 Grammar Adjectives, T343	<ul style="list-style-type: none"> • Listening Comprehension, <i>Whose Shoes? A Shoe for Every Job</i> • Shared Read, <i>Tom on Top!</i> 	<ul style="list-style-type: none"> • Phonemic Awareness Routines • Phonics Routines • HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Review Oral Vocabulary Words <i>equipment, uniform</i> , T332 / Word Work T338–T339 • Fluency: Sound-Spellings • Phonemic Awareness:			



Phoneme Isolation • High-Frequency Word: <i>you</i>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.CS.5 K.RL.IKI.7 K.RL.CS.5 K.FL.PC.1.a K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.a K.W.PDW.4 K.FL.WC.4.d K.FL.PA.2.d K.FL.WC.4.e K.FL.WC.4.c K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.g K.FL.SC.6.g K.FL.VA.7b.iii K.W.TTP.2	Build the Concept T344 • Oral Vocabulary Words: <i>utensils, expect, remained</i> Listening Comprehension “Little Juan and the Cooking Pot,” T345 Word Work T346–T349 • Phonemic Awareness: Phoneme Blending • Phonics: Review Short o • Phonics: Blend with Short o, n, p, t, c • Phonics: Spell Words • High-Frequency Word: <i>you</i> Reread the Shared Read “Tom on Top!,” T350–T351 Independent Writing T352	<ul style="list-style-type: none"> Listening Comprehension, <i>Little Juan and the Cooking Pot</i> Shared Read, <i>Tom on Top!</i> 	<ul style="list-style-type: none"> Phonemic Awareness Routines Phonics Routines HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T346–T349 • Fluency: Sound-Spellings • Phonics: Picture Sort /Grammar Adjectives, T353			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.IKI.7 K.FL.PA.2.c K.FL.PA.2.d K.FL.PWR.3.e	Extend the Concept T354–T355 • Phonological Awareness: Onset and Rime Segmentation • Category Words: Job Words	<ul style="list-style-type: none"> Listening Comprehension, <i>Workers and Their Tools</i> 	<ul style="list-style-type: none"> Close Reading Routine



K.FL.PWR.3.c K.FL.WC.4.d K.FL.SC.6.g K.FL.VA.7c K.SL.CC.2 K.W.TTP.2 K.W.RBPK.8 K.W.RBPK.7	Listening Comprehension “Workers and Their Tools,” T356–T359 Word Work T360–T361 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending Phonics: Blend with Short <i>o</i>, <i>a</i> and <i>m</i>, <i>p</i>, <i>t</i> Phonics: Spell Words Independent Writing T362 Grammar Adjectives, T363 Integrate Ideas T364–T365 <ul style="list-style-type: none"> Research and Inquiry 		<ul style="list-style-type: none"> Collaborative Conversation Routine Phonemic Awareness Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words equipment, uniform, utensils, expect, remained, T355 /Word Work T360–T361 • Fluency: Sound-Spellings • High-Frequency Word: you</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.IKI.9 K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.FL.PWR.3.c K.FL.PWR.3.a K.W.PDW.4 K.W.TTP.2 K.SL.PKI.6 K.SL.CC.1	Word Work T366–T367 <ul style="list-style-type: none"> Phonemic Awareness: Categorization Phonics: Read Words with Short <i>o</i>, <i>a</i> and <i>c</i>, <i>m</i>, <i>p</i>, <i>t</i> Phonics: Spell Words High-Frequency Word: <i>you</i> Independent Writing T368 Grammar Adjectives, T369 Integrate Ideas T370–T371 <ul style="list-style-type: none"> Text Connections Weekly Wrap Up 	<ul style="list-style-type: none"> <i>Whose Shoes? A Shoe for Every Job</i> <i>Workers and Their Tools</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T367 • Fluency: Sound-Spellings</p>			



Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. **In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.**

Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent **Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards**. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 1, Social Studies Card 10, Phonics/Word Study Card 10, and Writing Card 11*. For more details about this week's workstation options see pages T314 and T315 of Unit 4's Teacher Edition.

Week 2: Meet Your Neighbors



Essential Question: Who are your neighbors?

Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. This week's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in [green](#).

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.3 K.FL.PC.1.a K.FL.PA.2.d K.FL.PWR.3.a K.FL.PWR.3.c	SEL: Social Navigators video, T317A-317B Introduce the Concept T410–T411 • Oral Vocabulary Words: cultures, appreciate Listening Comprehension What Can You Do with a Paleta?, T412–T417	Listening Comprehension, <i>What Can You Do with a Paleta?</i>	<ul style="list-style-type: none"> Collaborative Conversation Retelling Routine Fluency Routine



K.FL.PA.2.d K.FL.WC.4.a K.FL.WC.4.b K.FL.WC.4.f K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.g K.SL.PKI.4 K.SL.CC.2 K.W.TTP.2 K.W.RW.10	Word Work T418–T421 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Isolation • Phonics: Introduce /d/d • Handwriting: Write Dd • High-Frequency Words: do Shared Writing T422 Grammar Adjectives, T423 Writing Process: Expert Model, T582–T583		<ul style="list-style-type: none"> • Phonemic Awareness Routines • Phonics Routines • HFW Routines
There are no optional instructional activities on Day 1.			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.IKI.7 K.FL.VA.7c K.FL.VA.7b.i K.FL.PWR.3.c K.FL.PWR.3.a K.FL.PWR.3.d K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.g K.FL.SC.6.b K.FL.SC.6.a K.FL.SC.6.g K.W.RBPK.7	Build the Concept T424–T425 <ul style="list-style-type: none"> • Phonological Awareness: Sentence Segmentation • Category Words: Food Words Listening Comprehension <i>What Can You Do with a Paleta?</i> , T426–T429 Word Work T430–T431 <ul style="list-style-type: none"> • Phonics: Review /d/d • Phonics: Blend Words with /d/d Shared Read “Sid,” T432–T433 Shared Writing T434 Grammar Adjectives, T435 Writing Process: Plan: Choose Your Topic, T584–T85	<ul style="list-style-type: none"> • Listening, <i>What Can You Do with a Paleta?</i> • Shared Read, <i>Sid</i> 	<ul style="list-style-type: none"> • Phonemic Awareness Routines • Phonics Routines
Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.			



Review Oral Vocabulary Words cultures, appreciate, T424 /**Word Work** T430–T431 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Blending • High-Frequency Words: do

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.FL.PC.1.a K.FL.PA.2.d K.FL.PWR.3.a K.FL.PWR.3.b K.FL.PWR.3.c K.FL.PWR.3.a K.FL.PWR.3.b K.FL.PWR.3.c K.FL.WC.4.c K.FL.WC.4.d K.FL.WC.4.f K.FL.F.5.a K.FL.SC.6.g K.FL.VA.7b.iii K.W.PDW.4 K.W.TTP.2	Build the Concept T436 • Oral Vocabulary Words: <i>proud, tradition, prefer</i> Listening Comprehension “Cultural Festivals,” T437 Word Work T438–T441 • Phonemic Awareness: Phoneme Blending; Long Vowel Awareness • Phonics: Review /d/d • Phonics: Spell Words • High-Frequency Words: <i>do</i> Reread the Shared Read “Sid,” T442–T443 Independent Writing T444 Writing Process: Draft, T586–T587	• Listening Comprehension, <i>Cultural Festivals</i> • Reread the Shared Read, <i>Sid</i>	• Phonemic Awareness Routines • Phonics Routines • HFW Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T438–T441 • Fluency: Sound-Spellings • Phonics: Picture Sort /**Grammar** Adjectives, T445

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.KID.2 K.RI.CS.6 K.RI.CS.5 K.RI.IKI.7 K.FL.PA.2.d	Extend the Concept T446–T447 • Phonological Awareness: Sentence Segmentation • Category Words: Food Words Listening Comprehension “My Great Neighborhood!” T448–T451	• Listening Comprehension, <i>My Great Neighborhood!</i>	• Close Reading • Collaborative Conversations



K.FL.PWR.3.c K.FL.PWR.3.a K.FL.PWR.3.d K.FL.WC.4.d K.FL.WC.4.f K.FL.SC.6.h K.FL.SC.6.i K.FL.VA.7c K.W.TTP.2 K.W.PDW.6 K.W.RBP.7 K.W.PDW.4 K.W.PDW.5 K.SL.PKI.5	Word Work T452–T453 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation, Long Vowel Awareness Phonics: Blend with <i>d, a, i, m, p, s, t</i> Independent Writing T454 Grammar Adjectives, T455 Integrate Ideas T456–T457 <ul style="list-style-type: none"> Research and Inquiry Writing Process: Revise & Edit, T588–T589		<ul style="list-style-type: none"> Phonemic Awareness Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words cultures, appreciate, proud, tradition, prefer, T446 /Word Work T452–T453 • Fluency: Sound-Spellings</p> <p>• High-Frequency Words: do</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.RL.IKI.9 K.FL.WC.4.c K.FL.PWR.3.a K.FL.PWR.3.b K.FL.PWR.3.c K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.SL.PKI.6 K.FL.VA.7b.iii	Word Work T458–T459 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation, Long Vowel Awareness Phonics: Read Words with <i>d, a, i, m, n, p, s</i> Phonics: Spell Words High-Frequency Words: <i>do</i> Independent Writing T460 Grammar Adjectives, T461 Integrate Ideas T462–T463 <ul style="list-style-type: none"> Text Connections Weekly Wrap Up 	<ul style="list-style-type: none"> <i>What Can You Do with a Paleta?</i> <i>My Great Neighborhood</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines



<p>K.SL.PKI.6 K.SL.CC.1 K.SL.CC.3 K.SL.CC.1 K.SL.PKI.6 K.W.PDW.6 K.W.PDW.4 K.W.TTP.2</p>	<p>Writing Process: Publish, Present, and Evaluate, T590–591</p>		
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			
<p>Word Work T459• Fluency: Sound-Spellings</p>			
<p>Small Groups</p>			
<p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.</p>			
<p><i>Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.</i></p>			
<p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 1, Social Studies Card 10, Phonics/Word Study Card 10, and Writing Card 11</i>. For more details about this week’s workstation options see pages T314 and T315 of Unit 4’s Teacher Edition.</p>			

Week 3: Pitch In			
Essential Questions: How Can People Help to Make Your Community Better?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week's goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.CS.6 K.FL.PC.1.a K.FL.PA.2.d K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.a K.FL.WC.4.b K.FL.WC.4.a K.FL.PWR.3.c K.FL.WC.4.f K.FL.SC.6.g K.FL.SC.6.b K.FL.SC.6.a K.W.RBPK.8 K.W.RW.10 K.SL.PKI.4 K.SL.CC.2	SEL: <i>Belonging</i> video, T509A-509B Introduce the Concept T502–T503 • Oral Vocabulary Words: <i>community, improve</i> Listening Comprehension <i>Roadwork</i> , T504–T509 Word Work T510–T513 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Identity • Phonics: Introduce s-Blends; Review /i/i, /n/n, /k/c • Handwriting: Write Sentences with <i>c, d, i, n, o</i> • High-Frequency Words: <i>and, do, go, to, you</i> Shared Writing T514 Grammar Adjectives, T515	Listening Comprehension, <i>Roadwork</i>	<ul style="list-style-type: none"> • Collaborative Conversations • Retelling Routine • Fluency Routines • Phonemic Awareness Routines • Phonics Routines • HFW Routines
There are no optional instructional activities on Day 1.			



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.IKI.7 K.RI.KID.2 K.RL.KID.2 K.FL.PA.2.a K.FL.PWR.3.c K.FL.PWR.3.a K.FL.F.5.a K.FL.SC.6.g K.W.RBPK.8 K.W.TTP.2 K.W.RBPK.8 K.W.TTP.2 K.FL.VA.7b.iii K.SL.CC.1	Build the Concept T516–T517 <ul style="list-style-type: none"> Phonological Awareness: Recognize Rhyme Category Words: Position Words Listening Comprehension <i>Roadwork</i> , T518–T521 Word Work T522–T523 <ul style="list-style-type: none"> Phonics: Review s-Blends Phonics: Blend Words with s-Blends Shared Read “I Can, You Can!,” T524–T525 Shared Writing T526 Grammar Adjectives, T527	<ul style="list-style-type: none"> Listening Comprehension, <i>I Roadwork</i> Shared Read, <i>I Can, You Can!</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonological Awareness Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Review Oral Vocabulary Words community, improve, T516 /Word Work T522–T523 • Fluency: Sound-Spellings • Phonemic Awareness: Phoneme Blending • High-Frequency Words: and, do, go, to, you</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RL.CS.5 K.FL.PA.2.d K.FL.PWR.3.b K.FL.PWR.3.a K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.FL.F.5.a	Build the Concept T528 <ul style="list-style-type: none"> Oral Vocabulary Words: <i>harvest, quarrel, confused</i>, T528 Listening Comprehension “The Bundle of Sticks,” T529 Word Work T530–T533 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending Phonics: Review s-Blends Phonics: Blend Words with s-Blends High-Frequency Words: <i>and, do, go, to, you</i> 	<ul style="list-style-type: none"> Listening Comprehension, <i>The Bundle of Sticks</i> Reread the Shared Read, <i>I Can, You Can!</i> 	<ul style="list-style-type: none"> Phonemic Awareness Routines Phonics Routines HFW Routines



K.FL.VA.7a.i K.FL.SC.6.h K.FL.SC.6.g K.FL.VA.7b.iii K.W.PDW.4 K.W.RBPK.8	Reread the Shared Read “I Can, You Can!,” T534–T535 Independent Writing T536		
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T530–T533 • Fluency: Sound-Spellings • Phonics: Picture Sort /Grammar Adjectives, T537			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.KID.1 K.RI.KID.2 K.RI.CS.5 K.FL.PC.1.e K.FL.PA.2.a K.FL.PA.2.d K.FL.PWR.3.e K.FL.PWR.3.c K.FL.PWR.3.a K.FL.WC.4.d K.FL.PA.2.d K.FL.WC.4.f K.FL.SC.6.g K.FL.VA.7c K.SL.CC.1 K.SL.CC.3 K.W.PDW.5 K.W.RBPK.8 K.W.RBPK.7	Extend the Concept T538–T539 • Phonological Awareness: Rhyme • Category Words: Position Words Listening Comprehension “A Community Garden,” T540–T543 Word Work T544–T545 • Phonemic Awareness: Segmentation • Phonics: Blend Words with s-Blends Independent Writing T546 Grammar Adjectives, T547 Integrate Ideas T548–T549 • Research and Inquiry	• Listening Comprehension, A <i>Community Garden</i>	• Close Reading • Collaborative Conversations • Phonemic Awareness Routines • Phonics Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			



Review Oral Vocabulary community, improve, harvest, quarrel, confused, T538 / Word Work T544–T545 • Fluency: Sound-Spellings • High-Frequency Words: and, do, go, to, you			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
K.RI.IKI.9 K.FL.PA.2.d K.FL.WC.4.c K.FL.PWR.3.c K.FL.PWR.3.a K.FL.WC.4.d K.FL.WC.4.c K.FL.WC.4.f K.FL.SC.6.g K.SL.PKI.5 K.SL.PKI.6 K.SL.PKI.5 K.SL.CC.1 K.W.PDW.4	Word Work T550–T551 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation Phonics: Read Words with s-Blends Phonics: Spell Words High-Frequency Words: <i>and, do, go, to, you</i> Independent Writing T552 Grammar Adjectives, T553 Integrate Ideas T554–T555 <ul style="list-style-type: none"> Text Connections Weekly Wrap Up 	Big Book, <i>Roadwork</i>	<ul style="list-style-type: none"> Close Reading Routines Phonemic Awareness Routines Phonics Routines HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T551 • Fluency: Sound-Spellings			
Small Groups			
Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In kindergarten, decodable readers are identified in the curriculum for small group on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily. <i>Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.</i>			
Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated			



Workstation Activity Cards. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 2, Social Studies Card 12, Phonics/Word Study Card 12, and Writing Card 16*. For more details about this week’s workstation options see pages T498 and T499 of Unit 4’s Teacher Edition.

Review –Extend –Assess: Units 3 and 4		
Day 1	Day 2	Day 3
*The standards in boldface type included in this curriculum map have been identified as the focus standards for this quarter.		
<ul style="list-style-type: none"> Show What You Learned T594–T595 Focus on Fables: “A Bundle of Sticks” 	<ul style="list-style-type: none"> Show What You Learned T596–T597 Focus on Nursery Rhymes: “Wee Willie Winkie” 	<ul style="list-style-type: none"> Show What You Learned T598–T599 Focus on Nonfiction: “Lady Bird Cleans Up” Track Your Progress T601 Summative Assessment T604-T605
K.FL.SC.6.g K.RL.KID.3 K.RL.CS.5 K.FL.F.5.a K.W.TTP.1	K.FL.PA.2.a K.RL.CS.5	K.RI.KID.3 K.SL.CC.1 K.FL.F.5.a K.W.TTP.1 K.RI.IKI.9
Optional: <ul style="list-style-type: none"> Extend Your Learning Choose Your Own Book, T600 	Optional: <ul style="list-style-type: none"> Summative Assessment T604-T605 	Optional: <ul style="list-style-type: none"> Extend Your Learning Choose Your Own Book, T600 Wrap Up the Unit T602–T603
This time is dedicated to review, extend, and assess concepts taught in units 3 and 4. The summative assessment for units 3 and 4 will take place during this time. There are no specific small group instructional focus during the review, extend and assess. Where needed, this flexible period of time can be used to reinforce students’ areas of need. Note: These lessons are flexible. Therefore, teachers may choose to move on to the next unit as long as they ensure they engage students in the Units’ summative assessment.		



For additional details about the Unit 3 and 4 summative assessment see T604.

TESTED SKILLS

This test assesses the following skills taught throughout Units 3 and 4.

COMPREHENSION	HIGH-FREQUENCY WORDS	PHONOLOGICAL/ PHONEMIC AWARENESS	PHONICS	CATEGORY WORDS
<ul style="list-style-type: none">• Key Details• Character, Setting, Events• Text Structure: Sequence	<ul style="list-style-type: none">• <i>to, and, go, you, do</i>	<ul style="list-style-type: none">• Phoneme Isolation• Phoneme Blending• Phoneme Categorization• Counting Syllables	<ul style="list-style-type: none">• /o/o (initial/medial)• /d/d (initial/final)	<ul style="list-style-type: none">• Action, Sound, Sequence, Jobs, Foods, Position Words