

GRADE K: SCOPE & SEQUENCE ~ CA Wonders

2018-2019

Unit Overview Standards

(bolded)

Regular formative assessments should occur to track student progress

WONDERS UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Reading: <i>Foundational Skills</i>	Writing	Speaking and Listening	Language	ELD
Unit 1 <i>Take a New Step</i>	Students will consider their own uniqueness by exploring their environment, relationships, and themselves. Students will begin to ask and answer questions about key details in various types of texts including questions about the illustrations. Students will begin to create informational and narrative writing pieces through all of the models of writing- modeled, shared, interactive, guided and independent. Students will begin to engage in partner, small-group and whole- group collaborative conversations.	RL.K.1 RL.K.2 RL.K.5 RL.K.7 RL.K.9 RL.K.10	RI.K.1 RI.K.4 RI.K.5 RI.K.7 RI.K.9 RI.K.10	RF.K.1 RF.K.2a, c RF.K.2d RF.K.3a-c RF.K.4	W.K.2 W.K.7	SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1b L.K.5a, c L.K.6	Using the California ELA/ELD Framework and the <i>Wonders</i> English Language Development Teacher’s Edition, highlight complementary ELD standards depending on the needs of your English Learners that include: <ul style="list-style-type: none"> Interacting In Meaningful Ways (Section 1/Part I: 12 standards), Learning About How English Works (Section 1/Part II: 7 standards), and Using Foundational Literacy Skills (Section 1/Part III).
Unit 2 <i>Let’s Explore</i>	Students will learn that exploration starts with being curious about families, cultures, traditions and the world around us while looking for answers to our questions. Students will begin to ask questions about the world as well as ask and answer questions about illustrations and details in a text. They will also begin to compare & contrast familiar stories and experiences. Students will write informative responses using text evidence and details. Students will be introduced to research and participate in shared research projects. Students will continue write narrative texts. Students will request clarification if something is not understood during a presentation, conversation or read aloud.	RL.K.1 RL.K.6 RL.K.7 RL.K.10	RI.K.1 RI.K.7 RI.K.8 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, f RF.K.2d RF.K.3a-c RF.K.4	W.K.2 W.K.6 W.K.7	SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1a, f L.K.1b L.K.4a L.K.5a, c L.K.6	
Unit 3 <i>Going Places</i>	Students will explore the places we go and the changes in nature in order to understand that there are similarities and differences in our world. Students will identify and describe basic story elements and practice retelling as well as asking and answering questions about key details of the text. Students will continue to engage in collaborative conversations around text & their own written work. They will ask & answer questions during presentations to seek help, get information or clarify information. Students will write narratives with a focus on complete sentences. Students will write informative/explanatory texts in which they receive guidance from adults and peers.	RL.K.1 RL.K.3 RL.K.6 RL.K.7 RL.K.9 RL.K.10	RI.K.9 RI.K.10	RF.K.1 RF.K.2b, f RF.K.2d RF.K.3a-c RF.K.4	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7	SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1a, f L.K.1b L.K.2a-c L.K.4a L.K.5c L.K.6	

Unit Overview Standards appear in **bold**

Unit 4 <i>Around the Neighborhood</i>	<p>Students will build knowledge about different places to live. Farms, neighborhoods, cities and how they are made of different people and places. Students will continue to ask and answer questions about key details and identify character, setting, and events. They will also begin to ask and answer questions about unknown words in a text including multiple meaning words, common affixes & tier 2 vocabulary words taught & used in context. Students will engage in shared research projects in order to create their informative writing pieces after responding to guidance from adults and peers. They will understand and follow 1 and 2 step directions & describe familiar people, places things and events, and when prompted provide additional detail.</p>	RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.10	RI.K.1 RI.K.4 RI.K.7 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, f RF.K.2d RF.K.3a-c RF.K.3d RF.K.4	W.K.2 W.K.5 W.K.7	SL.K.1 SL.K.2a SL.K.3 SL.K.4 SL.K.6	L.K.1e, f L.K.2c, d L.K.4a L.K.5a, c L.K.6	<p>*Each TE outlines a weekly Suggested Learning Plan that can be customized for students' language proficiency (Emerging, Expanding or Bridging) and dedicated ELD instructional time.</p>
Unit 5 <i>Wonders of Nature</i>	<p>Students will explore and understand that all living things have needs and change as they grow. Students will practice retelling through the use of fiction, poetry, and informational text. Students will identify main idea and key details. Students write opinion pieces supported by textual evidence. They will continue having collaborative conversations with a variety of partners & settings with agreed upon rules. Additionally, students will have opportunities to present information and give/receive feedback from peers.</p>	RL.K.3 RL.K.5 RL.K.6 RL.K.7 RL.K.10	RI.K.2 RI.K.5 RI.K.6 RI.K.8 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, e, f RF.K.2d RF.K.3a-c RF.K.4	W.K.1 W.K.3 W.K.5 W.K.7	SL.K.1a SL.K.2a SL.K.3 SL.K.4 SL.K.6	L.K.1b L.K.2a, c, d L.K.5a L.K.5c L.K.6	<p>*While attending to your EL students' instructional needs, consider how you will plan and deliver integrated and/or designated ELD instructional time.</p>
Unit 6 <i>Weather for All Seasons</i>	<p>Students will learn about each season, the different types of weather and changes that happen in nature. Through literature and informative text, students will learn how to sequence events with appropriate details. Students will practice writing to sources using all three text types. During a variety of writing activities, students will continue to write opinion pieces in which they state their opinion, provide reasons and respond to suggestions and feedback from adults and peers. Through collaborative conversations and presentations, students will add drawings and other visuals to provide additional detail.</p>	RL.K.1 RL.K.2 RL.K.5 RL.K.6 RL.K.7 RL.K.10	RI.K.6 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, e, f RF.K.2d RF.K.3a, c RF.K.3b, d RF.K.4	W.K.1 W.K.2 W.K.3 W.K.6 W.K.7 W.K.8	SL.K.1a SL.K.2a SL.K.3 SL.K.5 SL.K.6	L.K.1b L.K.1c L.K.2b-d L.K.5c L.K.6	<p>integrated and/or designated ELD instructional time.</p>

Unit 7 <i>The Animal Kingdom</i>	<p>Students will learn about the similarities and differences among animals. They will explore the different kinds of animals and the places animals live. Students will make connections within texts by comparing, contrasting and identifying problem/solution and cause/effect. Students will write all three text types. During various writing opportunities and formats, students will write informative pieces in which they name what they are writing about and supply some information about the topic. They will present information about familiar people, places, things and events, and when prompted provide additional detail.</p>	RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.10	RI.K.3 RI.K.5 RI.K.6 RI.K.9 RI.K.10	RF.K.1 RF.K.2d, e RF.K.2f RF.K.3a-c RF.K.3d RF.K.4	W.K.1 W.K.2 W.K.3 W.K.5 W.K.7 W.K.8	SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1b L.K.2c, d L.K.5a, d L.K.5c L.K.6	
Unit 8 <i>From Here to There</i>	<p>Students will learn that the world around us is made of places and creatures near and far and there are different ways to get there. Students will identify character, setting, and plot including problem and solution when reading literature. They will learn to identify main topic and details when reading informative texts. When writing to sources, students will practice writing in complete sentences and adding detail. Students will continue to write informative pieces linked to the unit theme. During collaborative conversations, students will confirm understanding & ask for clarification for information presented orally or through text read aloud.</p>	RL.K.1 RL.K.3 RL.K.6 RL.K.10	RI.K.2 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, c, f RF.K.2d, e RF.K.3a, c RF.K.3b RF.K.4	W.K.2 W.K.3 W.K.6 W.K.7 W.K.8	SL.K.1a SL.K.2 SL.K.3 SL.K.6	L.K.1b L.K.1e, f L.K.2c, d L.K.5a, b L.K.5c	
Unit 9 <i>How Things Change</i>	<p>Students will learn that we can all strive to be better citizens at home, in our communities, and by appreciating nature. Students will sequence events when reading both literature and informative texts and identify cause and effect when discussing story plot. Students will continue to write informative pieces linked to the unit theme with a focus on writing complete sentences, ordering events, and staying on topic. Students will continue having collaborative conversations with agreed upon rules based on text & other visuals. Students will continue the conversation through multiple exchanges before the teacher speaks.</p>	RL.K.3 RL.K.5 RL.K.6 RL.K.10	RI.K.3 RI.K.9 RI.K.10	RF.K.1 RF.K.2a, b, f RF.K.2d, e RF.K.3a RF.K.3b, c RF.K.4	W.K.2 W.K.3 W.K.5 W.K.7 W.K.8	SL.K.1 SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1b L.K.1f L.K.2c L.K.4a L.K.4b L.K.5a, c	
Unit 10 <i>Think Outside the Box</i>	<p>Students will explore ways to problem solve by listening to others, working together, and thinking about things in a new way. Students will include details when retelling a sequence of events and identify the main topic in informative texts. Students will continue to write to sources with a focus on word choice and voice. Students will lengthen and deepen their collaborative conversations. After asking and answering questions, children will present orally and through other media.</p>	RL.K.1 RL.K.2 RL.K.3 RL.K.6 RL.K.7 RL.K.10	RI.K.2 RI.K.8 RI.K.9 RI.K.10	RF.K.1 RF.K.2b, f RF.K.2d, e RF.K.3a, d RF.K.3b, c RF.K.4	W.K.2 W.K.3 W.K.5 W.K.7	SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1d L.K.4a L.K.5a L.K.5b, c L.K.6	

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