



		Module 1: Becoming a Close Reader and Writing to Learn	Module 2A: Researching to Build Knowledge and Teach Others	Module 3A: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
GRADE 3	Topic	The Power of Reading	Adaptations and the Wide World of Frogs	Staging Stories	The Role of Freshwater around the World
	Central Texts*	RI— <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i> , Margriet Ruurs	RL— <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RI— <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL—Classic Starts: <i>Peter Pan</i> , J.M. Barrie, retold from the original by Tania Zamorsky	RI— <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss
	Writing Tasks**	<ul style="list-style-type: none"> <li>Informative Writing: Accessing Books around the World Bookmark (RI.3.2, W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative: Writing a Newly Imagined Scene from <i>Peter Pan</i> (W.3.3)</li> <li>Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i>, and Why? (RL.3.3, 3.5, W.3.1, 3.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing and Speaking: Public Service Announcement—the Importance of Water (W.3.1, 3.6, 3.7, SL.3.4, 3.5, 3.6, L3.3b)</li> <li>Informative Writing: The Challenges to Having Enough Clean Water for Everyone (W.3.2)</li> </ul>
GRADE 4	Topic	Native Americans in New York	Interdependent Roles in Colonial Times	Simple Machines: Force and Motion	The Leadership of Frederick Douglass, Susan B. Anthony, and DeWitt Clinton
	Central Texts*	RL— <i>Eagle Song</i> , Joseph Bruchac RI—The Great Law of Peace (excerpts)	RI— <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Elizabeth Raum RI— <i>If You Lived in Colonial Times</i> , Ann McGovern	RI— <i>Simple Machines: Forces in Motion</i> , Buffy Silverman	RL— <i>The Hope Chest</i> , Karen Schwabach
	Writing Tasks**	<ul style="list-style-type: none"> <li>Informative Writing: A Constitution for Our School Community (W.4.2, 4.9b)</li> </ul>	<ul style="list-style-type: none"> <li>Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: An Editorial on Simple Machines (RI.4.3, W.4.1, 4.7, 4.9)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)</li> </ul>
GRADE 5	Topic	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Sports and Athletes' Impact on Culture	Natural Disasters in the Western Hemisphere
	Central Texts*	RL— <i>Esperanza Rising</i> , Pam Muñoz Ryan RI—Universal Declaration of Human Rights (excerpts)	RI— <i>The Most Beautiful Roof in the World: Exploring the Rainforest Canopy</i> , Kathryn Lasky	RI— <i>Promises to Keep: How Jackie Robinson Changed America</i> , Sharon Robinson	RL— <i>Dark Water Rising</i> , Marian Hale
	Writing Tasks**	<ul style="list-style-type: none"> <li>Analytical Essay: How Esperanza Changes over Time (RL.5.2, 5.3, W.5.9)</li> <li>Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, 5.9, SL.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis: Meg Lowman's Research in the Rainforest (W.5.2, W.5.8, and W.5.9)</li> <li>Research-based Narrative: Rainforest Field Journal Page (RI.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: Letter to a Publisher—a Famous Athlete's Impact (RI.5.9, W.5.1, 5.7, 5.8, 5.9)</li> <li>Opinion Writing: Jackie Robinson's Legacy (W.5.1, 5.9)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing and Speaking: Preparing for and Responding to Natural Disasters (RI.5.7, 5.9, W.5.1, 5.7, 5.8, 5.9)</li> <li>Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)</li> </ul>

\* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

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		Module 2B: Researching to Build Knowledge and Teach Others	Module 3B: Considering Perspectives and Supporting Opinions
GRADE 3	Topic	Connecting Literary and Informational Texts to Study Culture “Then and Now”	Wolves: Fact and Fiction
	Central Texts*	RL - <i>Magic Tree House #37: Dragon of the Red Dawn</i> , Mary Pope Osbourne RI - <i>Exploring Countries: Japan</i> , Colleen Sexton (Additional texts for book clubs)	RL - <i>Lon Po Po</i> , Ed Young RL - <i>Aesop’s Fables</i> , Jerry Pinkney RI - <i>Face to Face with Wolves</i> , Jim and Judy Brandenburg
	Writing Tasks**	<ul style="list-style-type: none"> <li>Reading and Writing about a New Informational Text (RI.3.1, 3.2, 3.5, W.3.2, and 3.8)</li> <li>Research-Based Letter to Author (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>Modern Day Fable (W.3.3)</li> </ul>
GRADE 4	Topic	Animal Defense Mechanisms	The American Revolution
	Central Texts*	RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson and Barbara Kiwak RI – The Declaration of Independence (excerpts)
	Writing Tasks**	<ul style="list-style-type: none"> <li>Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8)</li> <li>Choose-Your-Own- Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Letter on the Revolution from a Historical Perspective (W.4.1)</li> </ul>
GRADE 5	Topic	Inventions that Changed Peoples Lives	Balancing Competing Needs in Canada
	Central Texts*	RL - <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> , Donald B. Lemke RI - <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> , Kathleen Krull	RI - <i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It)</i> , Alooook Ipellie and David MacDonald
	Writing Tasks**	<ul style="list-style-type: none"> <li>On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives (RL.5.3, W.5.2, and L.5.4)</li> <li>Graphic Style Novelette (RI.5.9, W.5.2, and 5.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: The Effects of Mining on the Lives of Canada’s Inuit People (RI.5.6 and W.5.1)</li> </ul>

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