



		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"> Informative Writing: Accessing Books around the World Bookmark (RI.3.2, W.3.2) 	<ul style="list-style-type: none"> Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3) 	<ul style="list-style-type: none"> Narrative: Writing a Newly Imagined Scene from <i>Peter Pan</i> (W.3.3) 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) 	<ul style="list-style-type: none"> 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) Informative Writing: The Challenges to Having Enough Clean Water for Everyone (W.3.2)
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"> Informative Writing: A Constitution for Our School Community (W.4.2, 4.9b) 	<ul style="list-style-type: none"> Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) 	<ul style="list-style-type: none"> Opinion Writing: An Editorial on Simple Machines (RI.4.3, W.4.1, 4.7, 4.9) 	<ul style="list-style-type: none"> 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)
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"> Analytical Essay: How Esperanza Changes over Time (RL.5.2, 5.3, W.5.9) Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, 5.9, SL.5.6) 	<ul style="list-style-type: none"> Analysis: Meg Lowman's Research in the Rainforest (W.5.2, W.5.8, and W.5.9) Research-based Narrative: Rainforest Field Journal Page (RI.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.) 	<ul style="list-style-type: none"> Opinion Writing: Letter to a Publisher—a Famous Athlete's Impact (RI.5.9, W.5.1, 5.7, 5.8, 5.9) Opinion Writing: Jackie Robinson's Legacy (W.5.1, 5.9) 	<ul style="list-style-type: none"> 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) Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)

* This plan shows most full length books 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.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

NOTE: This plan shows only Modules 1-4. The two “alternate” modules (M2B and M3B) will be summarized on a separate document in the winter of 2013.