

GRADES 3–5 CURRICULUM PLAN

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Conservation
	Writing Tasks*	<ul style="list-style-type: none"> Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10) Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5) 	<ul style="list-style-type: none"> Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4 W.3.10) Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6) 	<ul style="list-style-type: none"> Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6) Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10) 	<ul style="list-style-type: none"> Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b) Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Polliwogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

Poetry, Poets, and Becoming Writers

Grade 4		4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality: Ratifying the 19th Amendment
Writing Tasks*	<ul style="list-style-type: none"> Revising a Literary Essay (W.4.2a, W.4.5, L.4.1f, and L.4.2b) Poetry Presentation+ (SL.4.4 and SL.4.5) 	<ul style="list-style-type: none"> Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10) Narrative Writing: Animal Defenses Choose-Your-Own-Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10) 	<ul style="list-style-type: none"> Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1) Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10) 	<ul style="list-style-type: none"> Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10) Taking Action Project Press Release (W.4.2, W.4.4, W.4.10) 	
Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach	
Grade 5		5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
Writing Tasks*	<ul style="list-style-type: none"> Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10) 	<ul style="list-style-type: none"> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10) Rainforest Adventures EBook (W.5.3, W.5.4, W.5.6, W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10) Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e) Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6) 	
Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep</i> , Sharon Robinson	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat	

* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

** This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

+ This presentation requires students to write the speech they are going to present.