

Curriculum Companion Year At A Glance

Grade Level: Kindergarten

| Module 1A: LAUNCH: Who am I as a Reader and Writer? (3 weeks) | Module 1B: About You and Me (4 Weeks) | Module 1C: Discover! (4 weeks) |
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| Reading- Introduction to literature and informational text Being a part of a classroom & school community | Reading- Fiction & Realistic Fiction | Reading- Informational Texts: Community Jobs/Roles In A Community |
| Writing- Print concepts / Interactive writing/Shared writing Narrative (small moments, print concepts) | Writing- Narrative (small moments, print concepts) | Writing- Informative / print concepts |
| Module 2A: Get Into the Book (4 weeks) | Module 2B: Tell Me More (4 weeks) | |
| Reading- Traditional Literature (cumulative stories, tales, animal stories with magic, stories in three's, poetry) | Reading- Informational Main topic, details, connections, parts of a book (e.g. description, compare / contrast, question / answer) NGSS: Earth Science: weather and severe weather, forecasting, seasons, role of sun. | |
| Writing- Narrative (small moments, print concepts) | Writing- Informative | |
| Module 3A: THINK About It! (4 weeks) | Module 3B: PROVE It! (4 weeks) | |
| Reading- Literature Adventure stories, similar stories by different authors | Reading- Informational make connections, author/illustrator roles, and identify reasons in text NGSS: Conservation, recycling, human impact on earth | |
| Writing- Opinion writing/opinions about books | Writing- Opinion writing – state topic, supply reasons for choice | |
| Module 4A: Inquiring Minds (4 weeks) | Module 4B: We Are Researchers (4 weeks) | |
| Reading- Literature Familiar authors / illustrators, compare / contrast characters | Reading- Informational Multiple texts about similar topics NGSS: What plants and animals need for survival. Basic needs. How they change the environment for survival. Role of Sun. | |
| Writing- For a variety of purposes and audiences (e.g., write letters to characters, use speech bubbles to record what characters think and say) narrative pieces about an event using author/illustrator techniques studied | Writing- Informative/explanatory Name topic, supply information collected during research | |

Curriculum Companion Year At A Glance

Grade Level: First Grade

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| Module 1A: Living Literate Lives (3 weeks) | Module 1B: Me, You, and the Teacher Too! (4 weeks) | Module 1C: Investigate! (4 weeks) |
| Reading- Literature/Informational (Poetry/Prose/Informational/fiction) Building Classroom Community | Reading- Realistic fiction (cultural) | Reading- Informational texts Then and Now: families, transportation, schools |
| Writing- Personal Narratives (small moments) | Writing- Personal Narratives | Writing- Informative (All About experts on self-selected topics) |
| Module 2A: Lessons to live by! (4 weeks) | Module 2B: Curious me! (4 weeks) | |
| Reading- Traditional Literature (animal stories, cumulative stories, stories w/ 3, stories with magic, poetry) | Reading- Information Text Earth Science: Patterns of sun, moon, and stars in the sky (similarities, differences, when see them, how change through seasons) | |
| Writing- Personal Narratives (small moments) | Writing- Informative (All About, research) | |
| Module 3A: Can You Believe It? (4 weeks) | Module 3B: True or False? (4 weeks) | |
| Reading- literature, adventure stories (adventures across texts, readers' theater) | Reading- Informational Texts (Different books on same topic) (Opinion Pieces) Conservation, recycling, human impact on earth | |
| Writing- Opinion Writing (Book Reviews) | Writing- Opinion Writing w/textual evidence | |
| Module 4A: Using what we know (4 weeks) | Module 4B: Just do it! (4 weeks) | |
| Reading- Literature (author studies/text sets) | Reading- Informational Books (How-To) Life Science: Animal Survival, (external structures, survival, interaction with environment, babies, heredity). | |
| Writing- Narrative writing (including elements from favorite author/illustrator) | Writing- Informative | |

Curriculum Companion Year At A Glance

Grade Level: Second Grade

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| Module 1A: Becoming Independent (3 weeks) | Module 1B: We've Got the Beat! (4 weeks) | Module 1C: Information Detectives (4 weeks) |
| Reading- Reading Literature - stories and poems Informational - history, social studies, science, technical texts | Reading- Realistic Fiction , drama, poems | Reading- Informational texts Holidays from different cultures |
| Writing- Topics of choice | Writing- Personal narratives (in response to reading) | Writing- Informative/Explanatory Informational Poster about a holiday |
| Module 2A: There's a Lesson Here! (4 weeks) | Module 2B: On the Look Out for Information! (4 weeks) | |
| Reading- Fables | Reading- Informational texts (magazines, newspapers and digital texts) Science- Life Science- Ecosystems/Habitats | |
| Writing- Personal Narratives (small moments) & Fables | Writing- Opinion | |
| Module 3A: Look Who's Talking (4 weeks) | Module 3B: | |
| Reading- Literature focused on characters and book reviews | Reading- Informational Texts: Natural resources into products | |
| Writing- Opinion Writing (Book Reviews) 3-part opinions | Writing- Informational | |
| Module 4A: And the Answer is... (4 weeks) | Module 4B: Ready Set Research! (4 weeks) | |
| Reading- Literature- Author Study Robert Munsch & Kevin Henkes | Reading- Informational texts: Science- Earth Science- System Changes (Fast vs. slow), Volcanoes vs. water erosion | |
| Writing- Shared research and narratives | Writing- Short informative/explanatory inquiry/research | |

Curriculum Companion Year At A Glance

Grade Level: Third Grade

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| Module 1A: LAUNCH: Building Essential Habits and Routines (2-3 weeks) | Module 1B: Caring About Characters (3-4 weeks) | Module 1C: Innovations, Inventions (3-4 weeks) |
| Reading- Literature and Informational Texts | Reading- Realistic Fiction , Drama, Poems | Reading- Inventors, Inventions, and Impact of them on life, Change over time |
| Writing- Writers' Notebook/Writing process | Writing- Personal Narratives | Writing- Informative/Explanatory (short research project) opinion |
| Module 2A: Authors As Mentors (3-4 weeks) | Module 2B: Thinking Like a Scientist (4 weeks) | |
| Reading- Author Study; Patricia Polacco | Reading- Science- Earth Science- Weather, Seasons, Climate, Hazards | |
| Writing- Personal Narratives to write realistic fiction | Writing- Informative/explanatory | |
| Module 3A: What a Critic! (3-4 weeks) | Module 3B: Immigrant Experience (4 weeks) | |
| Reading- Traditional Literature Cultures--Use Cinderella Book Versions | Reading- The Immigrant Experience | |
| Writing- Opinion Writing (Book Reviews) | Writing- Write from the point of view of an immigrant, write foreword/author note | |
| Module 4A: Did You Know...? (3-4 weeks) | Module 4B: Take a Stand! (3-4 weeks) | |
| Reading- text sets (informational texts, articles, and poetry) Science- Life Science- Life Cycles, Traits, Survival, Adaptations | Reading- text sets (informational texts, literature, poetry, and articles on a social issue) | |
| Writing- Informative/Explanatory from topic being read in readers' workshop | Writing- Writing about a social issue- -Narrative -Informational -Opinion | |

Curriculum Companion Year At A Glance

Grade Level: 4th Grade

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| Module 1A: LAUNCH: Setting the Stage for Success (2 weeks) | | Module 1B: Traditions! (3-4 weeks) | Module 1C: Is it a Myth? (3 weeks) |
| Reading- Text Sets- (Literature, Informational texts, and poetry) | | Reading- Informational Texts on Native Americans SS: Understand who lived in our region and how did they interpret the world? Native American--Combine 1A and 1B Write Author's Note | Reading- Myths (Greek myths, classic children's myths, graphic myths, Native American myths) |
| Writing- Personal Narrative Writing process, writing notebooks, and reading response journals | | Writing: Informational (Inquiry) | Writing: Write a myth (pourquoi tale)- how did something in nature come to be |
| Module 2A: The "Power" of Information! (2-3 weeks) | | Module 2B: Who Can Change the World? (3 weeks) | Module 2C: Building Blocks of Knowledge (3 weeks) |
| Reading- Short infor. texts including books and articles from magazines, newspapers and digital resources NGGS: Earth Science - renewable vs. nonrenewable resources and human impact | | Reading- Biographies SS: Discuss government before starting biography unit on presidents. | Reading- Informational texts on historical events: books, digital sources, picture books, short articles, film/documentaries |
| Writing- Opinion Writing 1. Producing opinion writing in response to informational articles. 2. Opinion/Informational pieces on persons of interest (biography) (e.g. essay) | | | Writing- Informative/Explanatory (short research project) about a historical event |
| Module 3A: History, History, Learn All About it! (4 weeks) | | Module 3B: That's Amazing! (3-4 weeks) | |
| Reading- Text sets (Historical fiction, poetry, and informational texts) about specific area of study | | Reading- Informational/Explanatory text NGGS: Life Science - Internal and external structures to support survival, growth, behavior and reproduction (plants, animals, human body and senses) | |
| Writing- Narrative Writing- A historical fiction account using storytelling to describe two or three events and presenting their stories by using voice to dramatize portion of the written piece. | | Writing- Short research informational/explanatory | |
| Module 4A: Stand by Me (4 weeks) | | Module 4B: Memories That Matter! (4 weeks) | |
| Reading- Text sets (informational texts, literature, poetry, and articles on a social issue) (e.g., bullying, acceptance, fairness) | | Reading- Memoirs | |
| Writing- 1. Informational- Creating an informational foreword/passage to educate the reader about the social issue. 2. Narrative Writing- Social issue story connected to the social issue they researched. | | | |