



		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, L.3.3b)</li> <li>Informative Writing: Challenges to Having Enough Clean Water for Everyone (W.3.2)</li> </ul>
GRADE 4	Topic	Oral Tradition, Symbolism, and Building Community <sup>1</sup>	Interdependent Roles in Colonial Times	Simple Machines: Force and Motion	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
	Central Texts*	RI— <i>The Iroquois: The Six Nations Confederacy</i> , Mary Englar RL— <i>The Keeping Quilt</i> , Patricia Polacco (teacher copy only) RL— <i>Eagle Song</i> , Joseph Bruchac (optional)	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: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)</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>Eight Days: A Story of Haiti</i> , Edwidge Danticat <sup>2</sup>
	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 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).

\* 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.

<sup>1</sup> 4M1A has been revised by NYSED. The revised version will be posted in summer 2014. *The Iroquois: The Six Nation Confederacy* will continue to be used as a central text. *The Keeping Quilt* has been added as a read-aloud in Unit 3. *Eagle Song* will no longer be a required text for this module; it will be an optional independent read with an independent reading guide. There also will be several mini-lessons for in-class discussions if teachers choose to use this novel.

<sup>2</sup> Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



		Module 1B	Module 2B: Researching to Build Knowledge and Teach Others	Module 3B: Considering Perspectives and Supporting Opinions
GRADE 3	Topic	N/A	Connecting Literary and Informational Texts to Study Culture “Then and Now”	Wolves: Fact and Fiction
	Central Texts*	GRADE 4 ONLY	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**	GRADE 4 ONLY	<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>Wolf Narrative (W.3.3)</li> </ul>
GRADE 4	Topic	Poetry, Biography and Writer’s Identity	Animal Defense Mechanisms	The American Revolution
	Central Texts*	RL— <i>Love That Dog</i> , Sharon Creech RI— <i>A River of Words: The Story of William Carlos Williams</i> , Jennifer Bryant (teacher copy only)	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>Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5)</li> <li>Inspired Poem (W.4.11)</li> </ul>	<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 Writing: American Revolution Broadside (W.4.1)</li> </ul>
GRADE 5	Topic	N/A	Inventions that Changed Peoples Lives	Balancing Competing Needs in Canada
	Central Texts*	GRADE 4 ONLY	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**	GRADE 4 ONLY	<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>Editorial Essay: The Effects of Mining on the Lives of Canada’s Inuit People (W.5.1)</li> </ul>

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