

# Kindergarten Scope and Sequence: Year-at-a-Glance

## What Are We Teaching in our Kindergarten Skills Block Curriculum?

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### What do the standards say?

#### **RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Kindergartners are expected to show increasing awareness and competence in hearing and producing sounds in spoken words (i.e., syllables, onsets, rimes, and individual phonemes). This skill (phonological awareness) is the foundation on which they will begin to form mappings (connections) between phonemes (sounds) in individual words and the graphemes (letter or letters) that represent them as they learn to read and spell the words.

They can identify words that **rhyme** when they hear them and can offer additional rhyming words of their own. They become aware of and competent with hearing and manipulating the **“beats” or “stresses” (syllables) in words** to construct and deconstruct spoken words.

They can manipulate each single sound in spoken **consonant-vowel-constant (cvc) words** containing three sounds (e.g., “cat” “coat”), including adding or substituting sounds to make a new word.

#### **RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Kindergartners begin to map phonemes (sounds) to graphemes (letter or letters). They can look at letters and say their sounds. They recognize that vowels have two sounds and can make those sounds. They can read common high frequency words with automaticity. They can also analyze words that are spelled similarly and determine the sounds that differ.

#### **RF.4 Read emergent-reader texts with purpose and understanding**

Kindergartners begin to read emergent reader texts.

#### **L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Kindergartners are expected to use knowledge of letters and sounds to write words with consonants and short vowels. They are phonetic spellers of simple words. They use a capital letter for the first word in a sentence and recognize and name ending punctuation.

## Kindergarten Scope and Sequence: Year-at-a-Glance

### Phases of Spelling and Word Acquisition, Module Summaries, and the Kindergarten Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
<b>Phase Range</b>	Pre-Alphabetic – Early Partial Alphabetic		Early to Middle Partial Alphabetic	Middle to Late Partial Alphabetic
<b>Module Summaries</b>	<p>A key characteristic of primary learners is that they use stories to construct meaning. The story of “Jeffi and the Search for Names” is revealed to students at the start of Module 1. This story becomes an anchor text for letter identification as students accompany the young protagonists on a quest that reveals the names of creatures and objects that the protagonist encounter (resulting in letter mnemonics and knowledge that a letter represents a sound) over the course of Modules 1 and 2. Through this and other shared oral and written texts, students develop:</p> <ul style="list-style-type: none"> <li>• letter identification (name, sound, formation)</li> <li>• intonation and rhythm of speech</li> <li>• oral syllable, rhyme, and phoneme identification and production</li> <li>• basic concepts of print</li> </ul> <p>In Module 2, the broader Phonological awareness instruction begins to shift towards phonemic awareness (i.e., phonemic segmentation and blending) in preparation for the explicit decoding and encoding work in Modules 3 and 4.</p>		<p>Modules 3 and 4 signal an important shift toward even more explicit mapping of graphophonemic connections. In these modules, students continue to develop phonemic segmentation and blending to decode and encode short vowel words with two and three phonemes (including consonant digraphs). By the end of Module 4, they are introduced to long vowel sounds.</p> <p>While shared oral and written texts continue, students begin to take on more independence with text via student Decodable readers. This reflects another key characteristic of primary learners—they seek independence and mastery.</p>	
<b>Scope &amp; Sequence</b>	C1: “a,” “t”	C5: “v,” “s”	C12: “sh,” “ch,” “th”	C19: reviews all short vowels and digraphs
Patterns introduced in each cycle	C2: “h,” “p”	C6: “g,” “i”	C13: /a/ words	C20: reviews short vowels, specifically /a/ and /i/. Introduces decoding and encoding words with –an and –am spelling patterns.
	C3: “n,” “c”	C7: “l,” “d,” “f”	C14: /i/ words	
	C4: “m,” “r”	C8: “k,” “y”	C15: /u/ words	C21: reviews short vowels, specifically /u/ and /e/. Introduces “–ank” and “–ink” in spoken words.
		C9: “x,” “q,” “u”	C16: /o/ words	
		C10: “b,” “o,” “w”	C17: /e/ words	C22: reviews short vowels, specifically /o/. Introduces decoding words with double final consonants.
		C11: “j,” “e,” “z”	C18: compares all short vowel words	C23: introduces long vowels in spoken words, specifically /ā/ and /ī/.
				C24: introduces long vowels in spoken words, specifically /ō/, /ū/, and /ē/.
				C25: introduces r-controlled vowels in spoken words.

*Note: Refer to the Kindergarten Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.*

# Kindergarten: Curriculum Map

EL Education's grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs' tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

## Structure of a Module

- Each module provides eight weeks of instruction<sup>1</sup>, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students' progress on specific standards or sub-standards

<sup>1</sup> For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.

## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

## How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, kindergarten. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.

- The curriculum map below lists the title of each unit-level assessment, CCSS assessed, and the format.
  - Speaking and listening (discussion or oral presentation)
  - Drawing and dictation
  - Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
  - Selected response (multiple choice questions)
  - Short constructed response (short answer questions)
  - Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
  - Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

### Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Researching to Build Knowledge and Teach Others	Contributing to the Community
Title	Toys and Play	Weather Wonders	Trees Are Alive	Enjoying and Appreciating Trees
Description	In this module, students build their literacy and citizenship skills as they engage in a study of toys and play. Students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the module texts. Students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences. Finally, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about a classmate's preferred toy and how the classmate likes to play with it.	In this module, students build their literacy and science skills as they engage in a study of the weather. Students study the science of weather through various informational texts. They create a class weather journal and track their individual learning in a meteorologist's notebook. Students then broaden their study of weather as they think about how weather affects people in different places around the world. They move on to further explore how weather affects people by reading a variety of narratives where the characters are affected by a weather event. Students are prompted to think about how the weather affects the choices people make about what to wear and what to do each day. For their performance task, they plan and write an imaginary narrative featuring a character affected by the weather.	In this module, students explore the big ideas that all living things in the natural world have needs in order to survive and grow. Through a close study of trees and the living things that depend on them, students take on the roles of researchers and scientists to make observations of the natural world. From those observations, they determine patterns that explain how living things live and grow. Students learn what makes something living or nonliving, about different types of living things, and the common needs of all living things. They develop this understanding through research reading and hands-on investigations and record their observations in a Living Things research notebook. Students then engage in whole group and small group research on how trees provide food for animals. Finally, students engage in supported small group research of a particular tree, its needs, and how it supports other living things. They then use their learning to create an informational tree collage, which includes a collage, informative writing, and an animal puppet.  *Note: Module 3 lays the foundation for Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.	In this module, students build on their scientific knowledge of trees from Module 3, by exploring the importance of trees to people and their communities. Students learn how different people, both real and imaginary, enjoy and appreciate trees. They consider how real people and characters have used trees to fill a need in their community. Students first learn about the different ways people enjoy trees through reading literature and considering how characters appreciate trees. They write about the different ways trees can be enjoyed in their Enjoying Trees journal, Part II. They then read about the ways planting trees can contribute to a community through reading informational text, and learn to form and write opinions about where they would choose to plant a tree. Finally, students apply their new knowledge of the importance of trees to people by advocating for the appreciation of trees in their own community. For their performance task, they create a beautiful card that invites others to pause and appreciate the trees around them.

## Toys and Play

	Module 1	Module 2	Module 3	Module 4
Texts <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b>Have Fun, Molly Lou Mellon</b>, Patty Lovell (RL, AD820; six per classroom)</li> <li>• <b>Llama Llama Time to Share</b>, Anna Dewdney (RL, AD250; six per classroom)</li> <li>• <b>Playing with Friends</b>, Rebecca Rissman (RI, AD530L; one per classroom)</li> <li>• <b>Toys Galore</b>, Peter Stein (RI, N/A; one per classroom)</li> <li>• “Attributes of Toys,” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> <li>• “The Magic Bow,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• “Toy Riddles,” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brave Irene</b>, William Steig (RL, AD630; one per classroom)</li> <li>• <b>Come On, Rain!</b>, Karen Hesse (RL, AD780; six per classroom)</li> <li>• <b>National Geographic Kids: Weather</b>, Kristin Rattini (RI, 330L; one per classroom)</li> <li>• <b>One Hot Summer Day</b>, Nina Crews (RL, N/A; one per classroom)</li> <li>• <b>On the Same Day in March</b>, Marilyn Singer (RI, AD540; one per classroom)</li> <li>• <b>The Snowy Day</b>, Ezra Jack Keats (RL, 500L; six per classroom)</li> <li>• <b>Umbrella</b>, Taro Yashima (RL, 480L; one per classroom)</li> <li>• <b>Weather Words and What They Mean</b>, Gail Gibbons (RI, 450L; six per classroom)</li> <li>• “Curious Sofia,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• “Curious Sofia Returns,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• “Sofia the Storyteller,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Are Trees Alive?</b>, Debbie S. Miller (RL, 640L; one per classroom)</li> <li>• <b>Be a Friend to Trees</b>, Patricia Lauber (RI, 500L, one per pair of students)</li> <li>• “Clay Leaves,” 2010. Written by students at The College School in St. Louis, MO. (one per classroom)</li> <li>• “Connecting Trees,” 2010. Written by students at The College School in St. Louis, MO. (one per classroom)</li> <li>• <b>The Tree in the Ancient Forest</b>, Carol Reed-Jones (RL, 620L; one per classroom)</li> <li>• <b>What’s Alive?</b>, Kathleen Weidner Zoehfeld (RI, 430L; six per classroom)</li> <li>• “What’s Alive and What’s Not?” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> <li>• “A Tree Is a Living Thing,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• “We Depend on Trees,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• “Tree Texts,” 2016. Written by EL Education for instructional purposes (RI, two or three per small group; included in the module materials)</li> <li>• “Who Depends on a Tree?” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A Tree for Emmy</b>, Mary Ann Rodman (RL, AD360; six per classroom)</li> <li>• <b>A Tree is Nice</b>, Janice May Udry (RI, 420, six per classroom)</li> <li>• <b>Gus is a Tree</b>, Claire Babin (RL, N/A; one per classroom)</li> <li>• <b>Mama Miti: Wangari Maathai and the Trees of Kenya</b>, Donna Jo Napoli (RI, AD710; one per classroom)</li> <li>• <b>Oliver’s Tree</b>, Kit Chase (RL, N/A; six per classroom)</li> <li>• <b>We Planted a Tree</b>, Diane Muldrow (RI, AD620; one per classroom)</li> </ul>
Lexile®	In Kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.			
Performance Task	<b>Product:</b> Describing a Classmate’s Toy Preference <b>Format:</b> Informational writing and labeled drawing <b>CCSS:</b> W.K.2, W.K.8, L.K.2c,d.	<b>Product:</b> My Weather Story: An Imaginary Weather Narrative <b>Format:</b> Narrative writing <b>CCSS:</b> W.K.3, W.K.5, L.K.1a, L.K.2a,c,d, L.K.6.	<b>Product:</b> Informational Collage: Tree Experts <b>Format:</b> Informational collage <b>CCSS:</b> W.K.2, W.K.5, W.K.8 <b>NGSS:</b> K.LS1-1	<b>Product:</b> Tree Appreciation Cards <b>Format:</b> Opinion writing, pencil sketch, and watercolor <b>CCSS:</b> W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a,b

<sup>1</sup> Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

## Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	<b>Title:</b> Responding to Text: Thinking about Illustrations and Speaking <b>Format:</b> Selected response with visuals and partner discussion <b>CCSS:</b> RL.K.1, RL.K.7, SL.K.1	<b>Title:</b> Independent Writing about Weather <b>Format:</b> Short constructed response with drawing and writing <b>CCSS:</b> W.K.2, L.K.1f, L.K.6	<b>Title:</b> Reading and Answering Questions about an Informational Text <b>Format:</b> Selected response and short constructed response with drawing and writing <b>CCSS:</b> RI.K.3, RI.K.7	<b>Title:</b> Comparing and Contrasting Characters from <i>Oliver's Tree</i> <b>Format:</b> Short constructed response with drawing and writing and small group discussion <b>CCSS:</b> RL.K.1, RL.K.3, RL.K.9, SL.K.2, SL.K.4
Unit 2	<b>Title:</b> Writing about the Classroom Toys We Prefer <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.K.1, L.K.6	<b>Title:</b> Identifying Story Elements in One Hot Summer Day <b>Format:</b> Short constructed response with drawing and words <b>CCSS:</b> RL.K.3, W.K.8, and L.K.6	<b>Title:</b> Researching and Writing about How Animals Depend on Trees <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.K.2, W.K.7, W.K.8	<b>Title:</b> Reading about an Author's Point and Writing Opinions <b>Format:</b> Selected response and scaffolded writing <b>CCSS:</b> RI.K.8, W.K.1, L.K.1e, L.K.2a, L.K.b
Unit 3	<b>Title:</b> Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy <b>Format:</b> Partner interview <b>CCSS:</b> W.K.8, SL.K.3	<b>Title:</b> Reflecting on My Weather Story <b>Format:</b> Small group structured discussion <b>CCSS:</b> SL.K.4, SL.K.6, L.K.1f, L.K.6	<b>Title:</b> Discussing the Needs of Living Things <b>Format:</b> Series of small group Science Talks (discussion protocol) <b>CCSS:</b> SL.K.1a, SL.K.1b	<b>Title:</b> Adding Ideas with Detailed Drawings <b>Format:</b> Short constructed response with drawing and writing and partner discussion <b>CCSS:</b> SL.K.5

## Common Core State Standards for ELA &amp; Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.



### Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	X	✓		X
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.		✓		✓
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.		X		X
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.		✓		✓
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).				✓
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				✓
<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X	✓		✓
<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				X
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	Integrated throughout.			

### Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.		✓	✓	✓
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.		✓	✓	✓
<b>RI.K.3</b> With prompting and support, identify the main topic and retell key details of a text.			X	
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.		✓	✓	✓
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.		✓		
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		✓		✓
<b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			X	✓

	Module 1	Module 2	Module 3	Module 4
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.				X
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				✓
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	Integrated throughout.			

### Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block curriculum; see Grade Level Scope and Sequence.

### Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	X			X
<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X	
<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		X		
<b>W.K.4</b> (begins in Grade 3)	N/A			
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		✓	✓	✓
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				✓
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			X	
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	✓
<b>W.K.9</b> (begins in Grade 4)	N/A			
<b>W.K.10</b> (begins in Grade 3)	N/A			

**Speaking and Listening Standards**

	Module 1	Module 2	Module 3	Module 4
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	X	✓	X	✓
<b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	X	✓	X	✓
<b>SL.K.1b</b> Continue a conversation through multiple exchanges.	X	✓	X	✓
<b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			✓	X
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X		✓	
<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	X	✓	X
<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓		X
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.		X	✓	✓

**Language Standards**

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

	Module 1	Module 2	Module 3	Module 4
<b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.K.1a</b> Print many upper- and lowercase letters.	This standard is practiced in the module lessons but explicitly taught and assessed in the K-2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).			
<b>L.K.1b</b> Use frequently occurring nouns and verbs.				✓
<b>L.K.1c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			✓	
<b>L.K.1d</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			✓	

	Module 1	Module 2	Module 3	Module 4
<b>L.K.1e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).				X
<b>L.K.1f</b> Produce and expand complete sentences in shared language activities.		X	✓	
<b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun I.	✓	✓	✓	X
<b>L.K.2b</b> Recognize and name end punctuation.	✓	✓	✓	X
<b>L.K.2c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	This standard is practiced in the module lessons but explicitly taught and assessed in the K-2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).			
<b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	This standard is practiced in the module lessons but explicitly taught and assessed in the K-2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).			
<b>L.K.3</b> (begins in Grade 2)	N/A			
<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				
<b>L.K.4a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).				✓
<b>L.K.4b</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.				✓
<b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.				
<b>L.K.5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	✓		✓	
<b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			✓	
<b>L.K.5c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X			
<b>L.K.5d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			✓	
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X	X	✓	✓

# Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
Kindergarten	Topic	KM1: Toys and Play	KM2: Weather Wonders	KM3: Trees are Alive	KM4: Enjoying and Appreciating Trees
	Writing Tasks*	<ul style="list-style-type: none"> <li>Opinion Writing: My Preferred Classroom Toy (W.1)</li> <li>Informational Writing: My Classmate's Preferred Classroom Toy (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing: My Weather Story (W.3)</li> <li>Informational Writing: Weather Journal (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Writing: Living Things Research Notebook (W.K.8, W.1.7)</li> <li>Informational Writing: How Animals Depend On Trees (W.K.2, W.K.7)</li> <li>Informational Writing and Collage: Tree Experts (W.K.2, W.K.5, W.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: Where Would You Plant a Tree and Why? (W.K.1)</li> <li>Opinion Writing: Tree Appreciation Post Card (W.K.1, W.1.5, W.K.6)</li> <li>Informational Writing: Enjoying Trees Journal (W.K.8)</li> </ul>
Kindergarten	Required Trade Books**	RL- <i>Llama Llama Time to Share</i> , Anna Dewdney RL- <i>Have Fun Molly Lou Melon</i> , Patty Lovell RI- <i>Toys Galore</i> , Peter Stein RI- <i>Playing with Friends</i> , Rebecca Rissman	RI- <i>Weather Words and What They Mean</i> , Gail Gibbons RI- <i>Weather</i> (National Geographic Readers Series), Kristin Rattini RI- <i>On the Same Day in March</i> , Marilyn Singer RL- <i>Come On, Rain!</i> , Karen Hesse RL- <i>Umbrella</i> , Taro Yashima RL- <i>One Hot Summer Day</i> , Nina Crews RL- <i>Brave Irene</i> , William Steig RL- <i>The Snowy Day</i> , Ezra Jack Keats	RI- <i>What's Alive?</i> Kathleen Weidner Zoehfeld RI- <i>Be a Friend to Trees</i> , Patricia Lauber RL- <i>Are Trees Alive?</i> Debbie Miller RL- <i>The Tree in the Ancient Forest</i> , Carol Reed-Jones	RI- <i>A Tree is Nice</i> , Janice May Udry RI- <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> , Donna Jo Napoli RI- <i>We Planted a Tree</i> , Diane Muldrow RL- <i>A Tree for Emmy</i> , Mary Ann Rodman RL- <i>Gus is a Tree</i> , Claire Babin RL- <i>Oliver's Tree</i> , Kit Chase

\* This plan shows the main writing tasks per module 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 [number](#) of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).

## Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 1	Topic	1M1: Tools and Work	1M2: The Sun, Moon, and Stars	1M3: Birds' Amazing Bodies	1M4: Caring for Birds
	Writing Tasks*	<ul style="list-style-type: none"> <li>Informational Writing: Writing About Habits of Character (W.2)</li> <li>Informational Writing: Creating a Magnificent Thing (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing: The Sun Sees Narrative Poem (W.3)</li> <li>Informational Writing: Sky Journal (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Writing: Birds Research Notebook (W.1.8, W.1.7)</li> <li>Informative Writing: Birds' Body Parts Help Them Survive (W.1.2, W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: Leave the Nest Up (W.1.1, W.1.7, W.1.8)</li> <li>Informational Writing: Stories of Bird Helpers response journal (W.1.8)</li> <li>Informational Writing: Feathered Friend Savers (W.1.2, W.1.5, W.1.6)</li> </ul>
	Required Trade Books**	RL- <i>The Most Magnificent Thing</i> , Ashley Spires RL- <i>The Little Red Pen</i> , Janet Stevens and Susan Stevens Crummel RI- <i>My Math Toolbox</i> , Nancy Kelly Allen RI- <i>I Use Science Tools</i> , Kelli L. Hicks RI- <i>Tools</i> , Ann Morris RI- <i>A Chef's Tools</i> , Holden Strauss	RL- <i>Summer Sun Risin'</i> , W. Nikola-Lisa RL- <i>Why the Sun and the Moon Live in the Sky</i> , Elphinstone Dayrell RL- <i>Sun and Moon</i> , Lindsey Yankey RL- <i>Papa, Please Get the Moon for Me</i> , Eric Carle RL- <i>Kitten's First Full Moon</i> , Kevin Henkes RL- <i>What the Sun Sees, What the Moon Sees</i> , Nancy Tafuri RI- <i>What Makes Day and Night</i> , Franklyn M. Branley RI- <i>Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns</i> , Martha E.H. Rustad	RI- <i>Birds</i> , Kevin Henkes RI- <i>Birds</i> (Scholastic Discover More), Penelope Arlon RI- <i>Feathers: Not Just for Flying</i> , Melissa Stewart RI- <i>Beaks!</i> Sneed Collard RI- <i>Little Kids First Big Book of Birds</i> (National Geographic), Catherine Hughes RL- <i>Just Ducks</i> , Nicola Davis RL- <i>Flight School</i> , Lita Judge	RI- <i>A Place for Birds</i> , Melissa Stewart RI- <i>Olivia's Birds: Saving the Gulf</i> , Olivia Boulter RL- <i>City Hawk: The Story of Pale Male</i> , Meghan McCarthy RL- <i>Lost and Found</i> , Oliver Jeffers RL- <i>Pierre the Penguin: A True Story</i> , Jean Marzollo RL- <i>Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation</i> , Christie Gove-Berg RL- <i>The Lion and the Bird</i> , Marianne Dubuc

\* This plan shows the main writing tasks per module 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 number of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 2	Topic	2M1: Schools and Community	2M2: Fossils Tell of Earth's Changes	2M3: The Secret World of Pollination	2M4: Providing for Pollinators
	Writing Tasks*	<ul style="list-style-type: none"> <li>Informational Writing: Writing about Schools around the World (W.2)</li> <li>Informational Writing: The Most Important Think about Schools Book (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing: The Stories of Paleontologists (W.3)</li> <li>Informational Writing: Paleontologist Notebook (W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Writing: Plants and Pollinator's Research Notebooks, Parts I and II (W.2.8, W.2.7)</li> <li>Informative Writing: How Pollinators Help Plants (W.2.2, W.2.5, W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: My Opinion Writing Booklet (W.2.1)</li> <li>Opinion Writing: Butterfly Seed Packet (W.2.1, W.2.5, W.2.7, W.2.8)</li> <li>Informational Writing: Central Message Writing Routine (W.2.2)</li> </ul>
	Required Trade Books**	RL- <i>The Invisible Boy</i> , Trudy Ludwig RL- <i>The Dot</i> , Peter H. Reynolds RI- <i>The Important Book</i> , Margaret Wise Brown RI- <i>Off to Class: Incredible and Unusual Schools around the World</i> , Susan Hughes	RL- <i>Stone Girl, Bone Girl</i> , Laurence Anholt RL- <i>The Dog That Dug for Dinosaurs</i> , Shirley Raye Redmond RI- <i>Paleontology: The Study of Prehistoric Life</i> , Susan Heinrichs Gray RI- <i>Curious about Fossils</i> , Kate Waters RI- <i>Fossils Tell of Long Ago</i> , Aliki RI- <i>Fossils</i> , Ann O. Squire RI- <i>The Big Dinosaur Dig</i> , Esther Ripley	RI- <i>Plant Secrets</i> , Emily Goodman RI- <i>Seed to Plant</i> , Kristin Baird Rattini RI- <i>From Seed to Plant</i> , Gail Gibbons RI- <i>What Is Pollination?</i> , Bobbie Kalman	RI- <i>A Place for Bats</i> , Melissa Stewart RI- <i>A Place for Butterflies</i> , Melissa Stewart RL- <i>Hey Little Ant</i> , Philip & Hannah Hoose RL- <i>The Little Hummingbird</i> , Michael Yahgulanaas RL- <i>The Lizard and the Sun</i> , Alma Flor Ada RL- <i>The Ant and the Grasshopper</i> , Diane Marwood

\* This plan shows the main writing tasks per module 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 number of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).

# Grade 1: Curriculum Map

EL Education's grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs' tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

## Structure of a Module

- Each module provides eight weeks of instruction<sup>1</sup>, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students' progress on specific standards or sub-standards

<sup>1</sup> For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.



## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

## How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 1. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.

- The curriculum map below lists the title of each unit-level assessment, CCSS assessed, and the format.
  - Speaking and listening (discussion or oral presentation)
  - Drawing and dictation
  - Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
  - Selected response (multiple choice questions)
  - Short constructed response (short answer questions)
  - Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
  - Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

### Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	What's Up in the Sky	Building Expertise through Research	Contributing to the Community
Title	Tools and Work	A Study of the Sun, Moon, and Stars	Birds' Amazing Bodies	Caring for Birds
Description	<p>In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job through informational text and hands-on experiences. They then extend their understanding of what it takes to do a job when they learn how the “habits of character” of initiative, collaboration, perseverance, and responsibility help them do work. Students also analyze how various characters from literary texts use these habits of character to help them make work easier and solve dilemmas. Finally, students take all they have learned about tools and work to create a “magnificent thing” that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation.</p>	<p>In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. Students begin their study through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Then students focus their study on the scientific concepts of observable patterns of the sun, moon, and stars. Students read informational texts and make observations and take notes in a sky notebook to learn about these patterns. Finally, students synthesize their learning from both their scientific study and study of literature to compose a narrative poem titled “What the Sun Sees.” Students then learn to give feedback to their peers and revise their writing.</p>	<p>In this module, students build their literacy skills as they engage in an in-depth study of birds’ bodies. The module focuses on the following big ideas: Animals have physical features that help them survive, and animals behave in ways that help them survive. Students begin their study by considering the guiding question: “What makes a bird a bird?” They then build research skills and background knowledge about birds through reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement). Students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive. Finally, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research.</p> <p><i>*Note: Module 3 lays the foundation for the work in Module 4. In Module 3, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.</i></p>	<p>In this module, students continue to build on their knowledge of birds from Module 3 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. For the performance task, students create a piece of artwork and writing that serves an authentic need in their school or local community: a Feathered Friend Saver. This performance task includes a high quality portrait of a local bird that is formatted to attach to a window. When displayed in a window, the portrait helps to prevent birds from flying into the window. Students also individually create a short piece of writing to teach the recipient of the Feathered Friend Saver facts about birds.</p>

## Grade 1: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Texts <sup>1</sup>	<ul style="list-style-type: none"> <li>• <i>A Chef's Tools</i>, Holden Strauss (RI, NC950; one per classroom)</li> <li>• <i>I Use Science Tools</i>, Kelli L. Hicks (RI, 490; one per classroom)</li> <li>• <i>My Math Toolbox</i>, Nancy Kelly Allen (RI, N/A; one per classroom)</li> <li>• <i>The Little Red Pen</i>, Janet Stevens and Susan Stevens Crummel (RL, AD300; six per classroom)</li> <li>• <i>The Most Magnificent Thing</i>, Ashley Spires (RL, AD380; six per classroom)</li> <li>• <i>Tools</i>, Ann Morris (RI, BR, six per classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Does the Sun Sleep?: Noticing Sun, Moon and Star Patterns</i>, Martha E. H. Rustad (RI, 370; one per classroom)</li> <li>• <i>Kitten's First Full Moon</i>, Kevin Henkes (RL, 360, two per classroom)</li> <li>• <i>Papa, Please Get the Moon for Me</i>, Eric Carle (RL, AD310; one per classroom)</li> <li>• <i>Summer Sun Risin'</i>, W. Nikola-Lisa (RL, N/A; six per classroom)</li> <li>• <i>Sun and Moon</i>, Lindsey Yankey (RL, N/A; one per classroom)</li> <li>• <i>What Makes Day and Night</i>, Franklyn M. Branley (RI, 230; six per classroom)</li> <li>• <i>What the Sun Sees, What the Moon Sees</i>, Nancy Tafuri (RL, 260; six per classroom)</li> <li>• <i>Why the Sun and the Moon Live in the Sky</i>, Elphinstone Dayrell (RL, 570; one per classroom)</li> <li>• "Elvin, the Boy Who Loved the Sky," 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)</li> <li>• "What are They?: The Sun, Moon and Stars," 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)</li> <li>• "What We See: The Sun, Moon, and Stars," 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beaks</i>, Sneed Collard (RI, IG 970; one per classroom)</li> <li>• <i>Birds</i>, Kevin Henkes (RL, AD410; one per classroom)</li> <li>• <i>Birds (Scholastic Discover More)</i>, Penelope Arlon and Tory Gordon-Harris (RI, 620; one per pair)</li> <li>• <i>Feathers: Not Just for Flying</i>, Melissa Stewart (RI, 910; one per pair)</li> <li>• <i>Flight School</i>, Lita Judge (RL, AD420; one per classroom)</li> <li>• <i>Just Ducks</i>, Nicola Davis (RL, AD940; one per classroom)</li> <li>• <i>Little Kids First Big Book of Birds</i>, Catherine Hughes (RI, NC800; one per pair)</li> <li>• "Did You Know?" 2016. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Place for Birds</i>, Melissa Stewart (RL, 520; one per pair)</li> <li>• <i>City Hawk, The Story of Pale Male</i> (RL, AD880; one per classroom)</li> <li>• <i>Lost and Found</i>, Oliver Jeffers (RL, N/A; one per classroom)</li> <li>• <i>Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation</i>, Christie Gove-Berg (RL, 520; one per classroom)</li> <li>• <i>Olivia's Birds: Saving the Gulf</i>, Olivia Boulter (RI, 880; one per classroom)</li> <li>• <i>Pierre the Penguin: A True Story</i>, Jean Marzollo (RL, AD580; one per classroom)</li> <li>• <i>The Lion and the Bird</i>, Marianne Dubuc (RL, AD160; one per classroom)</li> <li>• "Birds are Human Helpers." (RI, one per student; included in the module materials)</li> <li>• "What's Best? The Debate About Pale Male's Nest" (RI, one per student; included in the module materials)</li> </ul>
Lexile®	In Kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.			
Performance Task	<b>Product:</b> A Magnificent Thing for the Classroom <b>Format:</b> Product creation and informational writing <b>CCSS:</b> W.1.2, SL.1.1	<b>Product:</b> Revising and Editing "What the Sun Sees" Narrative Poems <b>Format:</b> Narrative poems <b>CCSS:</b> W.1.5, L.1.1f,j, L.1.2b	<b>Product:</b> Expert Bird Riddle Card and Scientific Drawing Cards Matching Game <b>Format:</b> Informational riddle <b>CCSS:</b> W.1.5, W.1.7, L.1.1.f,g, L.1.2.b,e <b>NGSS:</b> 1.LS1.A	<b>Product:</b> Feathered Friend Saver <b>Format:</b> Informational paragraph and Scientific Bird illustration <b>CCSS:</b> W.1.2, W.1.5, W.1.6, L.1.1b,f,g, L.1.2a,b,c

<sup>1</sup> Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

## Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	<b>Title:</b> Focused Read-aloud and Writing about Tools <b>Format:</b> Picture sort, speaking and listening, and short constructed response <b>CCSS:</b> RI.1.1, RI.1.7, SL.1.1, L.1.5a	<b>Title:</b> Reading and Answering Questions about <i>Kitten's First Full Moon</i> <b>Format:</b> Drawing and short constructed response <b>CCSS:</b> RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6	<b>Title:</b> Informational Reading Short Response about Birds <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7	<b>Title:</b> Comparing and Contrasting <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i> <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RL.1.1, RL.1.3, RL.1.9
Unit 2	<b>Title:</b> Focused Read-aloud Session 4 and Writing about Habits of Character <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2, SL.1.1	<b>Title:</b> Discussing Observable Patterns in the Sky <b>Format:</b> Science Talk (discussion protocol) <b>CCSS:</b> SL.1.1a,b, SL.1.4	<b>Title:</b> Informative Writing: Birds' Body Parts Help Them Survive <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.1.2, W.1.7	<b>Title:</b> Opinion Writing: Take the Nest Down! <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.1.1, W.1.7, W.1.8 L.1.1a,b,d,g, L.1.2a,b,e, L.1.6
Unit 3	<b>Title:</b> Writing to Show Understanding: Describing a Habit of Character <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.1.2	<b>Title:</b> Using Observations of the Sun to Write a Narrative Poem <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.1.3, L.1.1f, L.1.1j, L.1.2b	<b>Title:</b> Responding to Text: Thinking about Illustrations and Speaking <b>Format:</b> Speaking and listening <b>CCSS:</b> SL.1.1c, SL.1.5	<b>Title:</b> Identifying Reasons People Need Birds <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RI.1.1, RI.1.4, RI.1.8, SL.1.2, L.1.4a, L.1.4b, L.1.4c

## Common Core State Standards for ELA &amp; Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.

## Grade 1: Curriculum Map

### Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.1.1</b> Ask and answer questions about key details in a text.	X	X		X
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓		✓
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	X	X		X
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X	✓		
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		✓		
<b>RL.1.6</b> Identify who is telling the story at various points in a text.		✓		
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	X	X		✓
<b>RL.1.8</b> (not applicable to literature)	N/A			
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.				X
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Integrated throughout.			

### Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.1.1</b> Ask and answer questions about key details in a text.	X	✓	X	X
<b>RI.1.2</b> Identify the main topic and retell key details of a text.		✓	X	✓
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.			X	✓
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		✓	X	X
<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			X	
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓	✓	✓
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	X	✓	X	✓

	Module 1	Module 2	Module 3	Module 4
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.				X
<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			✓	
<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	Integrated throughout.			

### Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum; see Grade Level Scope and Sequence documents.

### Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				X
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X		X	✓
<b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		X		
<b>W.1.4</b> (begins in Grade 3)	N/A			
<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		✓	✓	✓
<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				✓
<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			X	X
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		X	✓	X
<b>W.1.9</b> (begins in Grade 4)	N/A			
<b>W.1.10</b> (begins in Grade 3)	N/A			

## Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	
<b>SL.1.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	X	✓	✓
<b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	X	✓	✓
<b>SL.1.1c</b> Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	X	
<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		X	✓	X
<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				✓
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X		✓
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			X	✓
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.				✓

## Language Standards

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

	Module 1	Module 2	Module 3	Module 4
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.1.1a</b> Print all upper- and lowercase letters.	Taught and assessed in the K-2 Reading Foundations Skills Block			
<b>L.1.1b</b> Use common, proper, and possessive nouns.		✓		X
<b>L.1.1c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		✓		



	Module 1	Module 2	Module 3	Module 4
<b>L.1.1d</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		✓		X
<b>L.1.1e</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		✓		
<b>L.1.1f</b> Use frequently occurring adjectives.		X	✓	✓
<b>L.1.1g</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).			✓	X
<b>L.1.1h</b> Use determiners (e.g., articles, demonstratives).				✓
<b>L.1.1i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).		✓		
<b>L.1.1j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	✓	X		✓
<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.1.2a</b> Capitalize dates and names of people.	✓	✓	✓	X
<b>L.1.2b</b> Use end punctuation for sentences.	✓	X	✓	X
<b>L.1.2c</b> Use commas in dates and to separate single words in a series.		✓	✓	X
<b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Taught and assessed in the K-2 Reading Foundations Skills Block.			
<b>L.1.2e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Taught and assessed in the K-2 Reading Foundations Skills Block.			
<b>L.1.3</b> (begins in Grade 2)	N/A			
<b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.				
<b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.		✓		X
<b>L.1.4b</b> Use frequently occurring affixes as a clue to the meaning of a word.				X
<b>L.1.4c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				X
<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				

## Grade 1: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	X			
<b>L.1.5b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	✓			
<b>L.1.5c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).		✓		
<b>L.1.5d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.			✓	
<b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Integrated throughout.			

# K-2 Reading Foundations Skills Block Standards: Scope and Sequence: Grade 1 Standards Coverage

The purpose of this document is to provide a high-level overview of the Common Core State Standards, substandards, and associated learning targets explicitly taught and formally assessed in each of the four Reading Foundations Skills modules for Grade 1.<sup>1</sup>

The Reading Foundations Skills Block addresses:

- All of the Foundational Reading Standards
- Select Language Standards (L.1.1a and L.1.2d and e), based on the strong interrelationship between spelling, reading, and writing conventions

The document is organized as follows:

- End-of-grade-level expectation for each standard, followed by a breakdown of the sequence and frequency of instruction of each substandard (reflects the backward design and intentionally sequenced sub-skills that are necessary to master each of the long-term targets)
- The substandards addressed in the curriculum (bolded and in the exact language of the Common Core)
- Long-term learning target(s): EL Education’s interpretation of substandard long-term target (or targets) in “I can” language
- A table with EL’s supporting targets (discrete skills associated with each long-term target), also in “I can” language

The supporting targets serve as a breakdown of each long-term target, sequenced in order of complexity. Once students have mastered these supporting targets (or sub-skills) of each long-term target, they will have mastered the long-term target. If a student needs additional support with a given long-term target, a teacher can look to these supporting targets to assess and remediate.

The charts below show which supporting targets are explicitly taught and formally assessed (either via K–2 Benchmark Assessment or Cycle Assessments) in a given module. (Note that, based on student needs, many more supporting targets than those listed here will be taught during differentiated small group instruction.)

**Note:** X indicates that the standard is explicitly taught during whole group instruction in that module. Once a standard has been introduced and explicitly worked with, if it is not represented with an X in later modules, it means that, although the standard is no longer at the forefront of instruction, it will continue to be present—revisited and reviewed as necessary.

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<sup>1</sup> Each module is approximately eight weeks long, including one flex week. Modules are divided into 1–2 week “cycles” of instruction. Module 1 includes four instructional cycles and Modules 2–4 include seven cycles.

## Print Concepts

### CCSS RF.1: Demonstrate understanding of the organization and basic features of print.

Grade 1 students will demonstrate a mastery of print concepts.

By the end of the year, Grade 1 students can::

- RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### Long-term learning target:

- I can identify features of a sentence, including the first word, capital letters, and ending punctuation.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can point to where a sentence begins.	X			
I can point to where a sentence ends.	X			
I can find the capital letters in a sentence.	X			
I can point to the ending punctuation of a sentence.	X			

## Phonological Awareness

### CCSS RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Students in Grade 1 demonstrate increasing competence in hearing and identifying sounds in words, including long and short vowel sounds, consonant blends, and words ending in /l/, /r/, or /x/. Students will manipulate sounds in words with increasing competence and sophistication by blending sounds to make single syllable words and segmenting a whole spoken word into its individual sounds.

By the end of the year, kindergarten students can:

- RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes.).

**RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.****Long-term learning target:**

- I can identify long and short vowel sounds in (single syllable) words that I hear.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify long and short vowel sounds in single-syllable words that I hear.			X	
I can identify the short vowel sounds for each of the five vowel letters.	X			
I can listen to a single-syllable word and identify the short vowel sound it contains.	X			
I can identify the long vowel sounds of the five vowels.			X	
I can listen to a single-syllable word and identify the long vowel sound it contains.			X	

**RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.****Long-term learning target:**

- I can blend sounds together (including consonant blends) to make a (spoken) word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can blend two phonemes (to form a spoken word).	X			
I can blend three phonemes to form a spoken word.	X			
I can blend four phonemes to form a spoken word.		X		

**RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.****Long-term learning target:**

- Each time my mouth changes position, I can say and hear a different phoneme.
- I can identify phonemes in a one-syllable word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify and say the first phoneme (sound) in a one-syllable word.	X			
I can identify and say the middle vowel phoneme (sound) in a one-syllable word.	X			
I can identify and say the final phoneme (sound) in a one-syllable word.	X			
I can listen to spoken single-syllable words and pronounce the beginning, middle, or ending phonemes (sounds) in CVC words ending with /l/, /r/, or /x/.	X(l)	X(x)		X(r)

**RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).****Long-term learning target:**

- I can say a word and segment (break apart) into its individual consonant and vowel phonemes (in order).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can say a two-phoneme word and segment (break apart) into individual phonemes (sounds) in order.	X			
I can say a three-phoneme word and segment (break apart) into individual phonemes (sounds) in order.	X			
I can say a four-phoneme word and segment (break apart) into individual phonemes (sounds) in order.		X		

## Phonics and Word Recognition

### CCSS RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 1 students will make connections between graphemes and phonemes beyond single letters. They will identify the spellings of consonant digraphs and vowel phonemes with the final -e and common vowel team spellings. They will use this information to decode regularly spelled, one-syllable words. Grade 1 students will also recognize syllable breaks and syllable types in words, using this information to increase efficiency when decoding two-syllable words. They will also decode words with inflectional endings -s, -ed, and -ing and read grade-appropriate, irregularly spelled words with automaticity.

By the end of the year, Grade 1 students can:

- RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- RF.1.3b: Decode regularly spelled one-syllable words.
- RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f: Read words with inflectional endings.
- RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.

### RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

#### Long-term learning target:

- I can identify the new sound that is made when two consonants are put together to make one sound.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can explain that sometimes two letters make one sound in words.	X			
I can identify the sound that corresponds to each of several consonant digraphs: sh, ch, th, wh, ph, ng, ck	X	X		

### RF.1.3b: Decode regularly spelled one-syllable words.

#### Long-term learning target:

- I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.	X	X		

### RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds.

#### Long-term learning target:

- I can identify common spellings for long vowel sounds when I see a word with a vowel in the middle and an e at the end.
- I can identify common spellings for long vowel sounds when I see a word with a vowel team (two vowels that make a long vowel sound) in the middle.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.				X
I can decode a word with a vowel in the middle and a silent e at the end.			X	
I can decode words with other vowel patterns like igh and r-controlled vowels.				X

### RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

#### Long-term learning target:

- I can count the number of syllables in a printed word by identifying the vowel sounds in the word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word.		X	X	X
I can identify the number of syllables in a word based on the number of vowel sounds.				

### RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.

#### Long-term learning target:

- I can break a word into two syllables, identify the type of syllables used, and use that information to read the word.
- I can use what I know about the types of syllables to decode (read) a two-syllable word

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the five or six types of syllables in written words.			X	X
I can look at written multisyllabic words and identify the syllable pattern.			X	X
I can decode (read) two-syllable words by thinking about the syllable type.			X	X

### RF.1.3f: Read words with inflectional endings.

#### Long-term learning target:

- I can read words with -s, -ed, -es, and -ing endings.
- I can use what I know about the types of syllables to decode (read) a two-syllable word

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read words with an -s ending.	X	X		
I can read words with an -ed ending.		X	X	X
I can read words with an -ing ending.		X	X	X

### RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.

#### Long-term learning target:

- I can read first-grade words that “don’t play fair” (irregularly spelled words).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read first-grade words that “don’t play fair” in isolation.	X	X	X	X
I can read first-grade words that “don’t play fair” in text.	X	X	X	X

## Fluency

### CCSS RF.4: Read with sufficient accuracy and fluency to support comprehension.

Grade 1 students will read grade-level texts with increasing fluency and understanding.

By the end of the year, Grade 1 students can:

- RF.1.4a: Read grade-level text with purpose and understanding.
- RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.3c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



### RF.1.4a: Read grade-level text with purpose and understanding.

**Long-term learning target:**

- I can read and understand grade-level texts.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read and understand grade-level texts.	X	X	X	X

### RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.

**Long-term learning target:**

- I can read aloud and understand the words.
- I can read smoothly, not too fast or too slow, and with expression and meaning.
- I can read accurately (with few or no decoding mistakes).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read aloud and understand the words.	X	X	X	X
I can read smoothly, not too fast or too slow, and with expression and meaning.	X	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>
I can read accurately (with few or no decoding mistakes).	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>

### RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Long-term learning target:**

- I can monitor my own reading for understanding.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can self-correct or confirm a word in a text by asking myself, "Does this make sense?"	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>
I can reread when something doesn't make sense or sound right.	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>

## Conventions of Standard English

### CCSS L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Students in Grade 1 will print all lower and uppercase letters.

By the end of the year, Grade 1 students can:

- L.1.1a: Print all upper and lower case letters.

<sup>2</sup> "RF.1.4b and RF.1.4c are not explicitly taught or formally assessed within a specific module or cycle. Instead, these standards are addressed through ongoing conferring with students during small group work and independent work and are informally practiced during the Decodable Reader Partner Search and Read instructional practice. Refer to the Independent and Small Group Work document (see the K-2 Skills Resource Manual) for more details.

**LK.1a: Print many upper and lower case letters.****Long-term learning target:**

- I can print all upper case letters
- I can print all lower case letters

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can print all upper case letters.	X	X		
I can print all lower case letters.	X	X		

**CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Students in Grade 1 will recognize and write common spelling patterns correctly. They will spell irregularly spelled, high-frequency words correctly. They will spell phonetically, connecting graphemes to phonemes using knowledge of spelling conventions.

By the end of the year, Grade 1 students can:

- L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.****Long-term learning target:**

- I can use what I know about common spelling patterns to correctly spell words with those common patterns.
- I can correctly spell high-frequency words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use what I know about common spelling patterns to correctly spell words with those common patterns.	X	X	X	X
I can correctly spell high-frequency words.	X	X	X	X

**L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.****Long-term learning target:**

- I can use what I know about sounds and spelling patterns to help me spell and memorize new words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use what I know about sounds and spelling patterns to help me spell and memorize new words.	X	X	X	X

# Grade 1 Scope and Sequence: Year-at-a-Glance

## What Are We Teaching in our First Grade Skills Block Curriculum?

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### What do the standards say?

#### **RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

First graders have increased their phonological awareness to include the **short and long vowel sounds** and can tell the difference between them in spoken words.

In Kindergarten, students could make and manipulate each separate sound in **consonant-vowel-consonant (cvc) words** with three sounds (e.g., /c/ /a/ /t/ or /c/ /oa/ /t/). First graders can do that now with cvc words ending with /l/, /r/, or /x/.

First graders can manipulate sounds in words with increasing competence and sophistication by **blending sounds** to make single syllable words, and **segmenting a whole spoken word into its individual sounds**.

#### **RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

First graders take the mapping of graphemes to phonemes beyond single letters. They can now map phonemes that are spelled with more than one letter (consonant digraphs). They can also map vowel phonemes to the final-e and common vowel team spellings. They can use this information to decode regularly spelled one-syllable words.

First graders can now use syllables. They recognize syllable breaks and can use the rules of these larger chunks to increase their efficiency when decoding. Their efficiency is also aided by the fact that they can recognize and use the inflectional endings -s, -ed, and -ing. They can read grade-appropriate irregularly spelled words with automaticity.

#### **RF.4 Read with sufficient accuracy and fluency to support comprehension.**

First graders read grade-level text with purpose and understanding. They also read this text orally with accuracy, appropriate rate, and expression on successive readings. In addition, they use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Moving through first grade, students are expected to write common spelling patterns correctly and spell high frequency irregular words correctly. They are phonetic spellers of new words, mapping graphemes onto phonemes using their knowledge of spelling conventions. They use a capital letter at the beginning of dates and names of people, and use appropriate ending punctuation.

Phases of Spelling and Word Acquisition, Module Summaries and the First Grade Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
Phase Range	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
Module Summaries	<p>Review of phonemes-graphemes from kindergarten.</p> <p>Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.</p>	<p>Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs wh and ck, y as /ī/, FLOSS (i.e., -ll, -ss, -ff, -zz).</p> <p>By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.</p>	<p>Syllable types: closed, open, CVCe</p> <p>In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.</p>	<p>Syllable types: r-controlled and vowel teams</p> <p>By the end of first grade, students should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.</p>
Scope & Sequence	<p>C1: review RF.K.2 and RF.K.3</p> <p>C2: /a/ “t,” “a,” “p,” “n,” “c,” “h,” “s,” “m,” “r,” “v,” “g,” “th</p> <ul style="list-style-type: none"> <li>• “-nt,” possessive ‘s (reading only)</li> <li>plural noun “-s”</li> </ul> <p>C3: /i/ “i,” “ch,” “k,” “y,” “sh,” “z,” “d,” “l,” “f”</p> <ul style="list-style-type: none"> <li>• introduces “fl,” “dr,” “gr,” “sp”</li> <li>• introduces “-nd,” “-nk,” and “-ng”</li> <li>• using suffix -s</li> </ul> <p>C4: /u/ “qu,” “u”</p> <ul style="list-style-type: none"> <li>• introduces -nch</li> </ul>	<p>C5: /o/ o, b, j, w, x, /ks/, p, g</p> <ul style="list-style-type: none"> <li>• ‘ow’</li> <li>• -ang, -ing, -ung, -ong</li> </ul> <p>C6: /e/</p> <ul style="list-style-type: none"> <li>• -ank, -ink, -unk, -onk</li> </ul> <p>C7: /e/ continued and y as /ī/</p> <ul style="list-style-type: none"> <li>• initial and final clusters</li> <li>• suffix -ing</li> </ul> <p>C8: wh and ck</p> <ul style="list-style-type: none"> <li>• suffix -ed as /t/</li> </ul> <p>C9: ll, ss, ff, zz</p> <ul style="list-style-type: none"> <li>• blends with “s” sn, st, sp, and sk suffix -ed as /d/</li> </ul> <p>C10: Initial blends with “l”: -bl, -cl, -fl, -gl, -pl, -sl, -spl</p> <p>C11: final blends -lt, -ft, -nd, -nk, -ng, -nt</p> <ul style="list-style-type: none"> <li>• suffix -ed as /id/</li> <li>• alternate /ow/ spelling - “ou”</li> </ul>	<p>C12: closed syllable (one and two syllable words)</p> <p>C13: closed syllable (one and two syllable words)</p> <ul style="list-style-type: none"> <li>• “rabbit” words (e.g., muffin)</li> <li>• compound words</li> </ul> <p>C14: open syllable</p> <p>C15: CVCe (mostly /ā/)</p> <p>C16: CVCe (mostly /ī/ and /ō/)</p> <p>C17: CVCe (mostly /ū/ and /ē/)</p> <p>C18: CVCe (two syllable and with suffixes -ing, -s, and -ed)</p>	<p>C19: r-controlled /ar/ /or/</p> <p>C20: r-controlled /er/ ir, ur, er</p> <p>C21: vowel teams oa, ai, ea</p> <p>C22: vowel teams ay, ow (/ō/)</p> <p>C23: oo, ee, -y as /ī/</p> <p>C24: ie, igh</p> <p>C25: 2-syllable closed, open, CVCe, r-controlled, and vowel teams</p>

Note: Refer to the Grade 1 Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.

# Grade 2: Curriculum Map

EL Education's grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards ( ) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs' tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

## Structure of a Module

- Each module provides eight weeks of instruction<sup>1</sup>, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students' progress on specific standards or sub-standards

<sup>1</sup> For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.

## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

## How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 2. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.
  - The curriculum map on the following pages lists the title of each unit-level assessment, CCSS assessed, and the format.
    - Speaking and listening (discussion or oral presentation)
    - Drawing and dictation

## Grade 2: Curriculum Map

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- Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
- Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

### Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Researching to Build Knowledge and Teach Others	Contributing to the Community
Title	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators
Description	<p>In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin by exploring the module-guiding question—"What is school, and why are schools important?"—through a variety of literary and nonfiction texts about schools. Students then build on this understanding by learning about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. This leads students to consider the similarities and differences between their own school and some of the schools they have read about. They use their learning to produce an informational book detailing these similarities and differences, and what makes school important overall in a short book titled "The Most Important Thing about Schools."</p>	<p>In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by exploring the guiding question: "What do paleontologists do?" Students learn about Mary Anning, a famous fossil hunter. Students are introduced to the skill of answering selected response questions in this module and are taught how to read and answer questions in this format. Students then build knowledge about fossils and how they are formed in order to learn more deeply about how fossils show evidence of the changes that have occurred on earth over time. Finally, they take on the role of author as they create an illustrated narrative about a paleontologist discovering a fossil.</p>	<p>In this module, students build their research skills and science knowledge through a study of plants and pollinators. They discover this "the secret world" of plants and pollinators by first building their knowledge of plants, their needs, and their life cycle through reading, observing, conducting experiments, and discussing their findings. Students then move on to research the role of insect pollinators in helping plants grow and survive. Their research skills are built through both whole group and supported small group research on insect pollinators. They use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process. Finally, they extend and apply their understanding of pollination and pollinators through the preparation of a poster and an oral presentation of their learning about the "secret world of plants and pollinators."</p> <p>*Note: Module 3 lays the foundation for the work in Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and pollinators, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.</p>	<p>In this module, students build on their scientific knowledge of pollinators from Module 3, to consider how they can contribute to the protection these important creatures in their own community. Students begin by exploring what it means to contribute to a community by reading folktales and fables featuring fictional pollinator characters. They analyze how these characters overcome challenges and contribute to a better world. They then move on to study the dangers facing two real pollinators: bats and butterflies. Using informational texts, students hone their research skills as they learn to form an opinion based on evidence in a text. Students then write an opinion piece about why people should protect butterflies. Finally, students contribute to the protection of butterflies in their own community by creating a wildflower seed packet with original artwork and writing. The seed packet includes a high-quality scientific drawing, a polished written piece that explains the reasons butterflies should be protected, and a call to action for protecting butterflies through planting native wild flowers. Students present their performance task, along with a reflection on their work and learning, in a culminating celebration.</p>



## Grade 2: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>Texts<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• <b>Off to Class: Incredible and Unusual Schools around the World</b>, Susan Hughes (RI, 950; six per classroom)</li> <li>• <b>The Dot</b>, Peter H. Reynolds (RL, AD500; six per classroom)</li> <li>• <b>The Important Book</b>, Margaret Wise Brown (P, AD580L; one per classroom)</li> <li>• <b>The Invisible Boy</b>, Trudy Ludwig (RL, AD680; six per classroom)</li> <li>• <b>“The Magic Bow.”</b> 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“What Does School Mean to You?”</b> 2016. Written by EL Education for instructional purposes. (RL, six per classroom; included in the module materials)</li> <li>• <b>“Readers Theater Script: Boat School.”</b> 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials)</li> <li>• <b>“Readers Theater Script: Rainforest School.”</b> 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials)</li> <li>• <b>“Readers Theater Script: Tent School.”</b> 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curious about Fossils</b>, Kate Waters (RI, NC780; one per classroom)</li> <li>• <b>Fossils</b>, Ann O. Squire (RI, 1010, six per classroom)</li> <li>• <b>Fossils Tell of Long Ago</b>, Alikei (RI, 480, one per classroom)</li> <li>• <b>Paleontology: The Study of Prehistoric Life</b>, Susan Heinrichs Gray (RI, 860, one per classroom)</li> <li>• <b>Stone Girl, Bone Girl</b>, Laurence Anholt (RL, 520, six per classroom)</li> <li>• <b>The Big Dinosaur Dig</b>, Esther Ripley (RI, N/A, one per classroom)</li> <li>• <b>The Dog That Dug for Dinosaurs</b>, Shirley Raye Redmond (RL, 620, one per student)</li> <li>• <b>“Digging Up the Past.”</b> 2016. Written by EL Education for instructional practices. (RI; included in the module materials)</li> <li>• <b>“Fossils and the Earth Long Ago.”</b> 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> <li>• <b>“Other Types of Fossils.”</b> 2016. Written by EL Education for instructional purposes. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>From Seed to Plant</b>, Gail Gibbons (RI, 660; one per pair)</li> <li>• <b>Plant Secrets</b>, Emily Goodman (RI, AD720; one per classroom)</li> <li>• <b>Seed to Plant</b>, Kristin Baird Rattini (RI, 400, one per student)</li> <li>• <b>What Is Pollination?</b>, Bobbie Kalman (RI, IG830; one per pair)</li> <li>• <b>“Forever Grateful, Flies and Wasps!”</b> 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“Merci Beaucoup, Bees!”</b> 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“¡Muchas Gracias, Butterflies and Moths!”</b> 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“Thanks a Bunch, Beetles!”</b> 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A Place for Bats</b>, Melissa Stewart (RI, 920; one per pair)</li> <li>• <b>A Place for Butterflies</b>, Melissa Stewart (RI, 980; one per student)</li> <li>• <b>A Lizard and the Sun</b>, Alma Flor Ada (RL, AD580; one per classroom)</li> <li>• <b>Hey, Little Ant</b>, Hannah &amp; Philip Hoose (RL, NP; six per classroom)</li> <li>• <b>The Ant and the Grasshopper</b>, Diane Marwood (RL, 560, one per student)</li> <li>• <b>The Little Hummingbird</b>, Michael Yagulanaas (RL, AD550; one per classroom)</li> <li>• <b>“Bunnyarl the Flies and Wurrunnannah The Bees.”</b> 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“Bats’ Roosts in Danger!”</b> 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials)</li> <li>• <b>“Help Protect Butterflies.”</b> 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials)</li> <li>• <b>“The Ants and the Grasshopper.”</b> 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials)</li> <li>• <b>“The Bear and the Bee”</b> 2016. Written by EL Education for instructional purposes. (RL, one per classroom; included in the module materials)</li> </ul>
<b>Lexile®</b>	In Modules 1 and 2, students consistently hear complex texts read aloud—typically two or three grade levels above their independent reading level—to practice building higher-level comprehension skills. In Modules 3 and 4, students continue to hear complex text read aloud, while also reading complex text (within their grade band’s Lexile range of 420L–820L) with greater independence <sup>3</sup> . Note that this shift is reflected in Lexile levels seen above.			

<sup>1</sup> Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

	Module 1	Module 2	Module 3	Module 4
Performance Task	<b>Product:</b> “The Most Important Thing about Schools” <b>Format:</b> Informational book <b>CCSS:</b> W.2.2, W.2.5, L.2.2	<b>Product:</b> Illustrated Narrative about Discovering a Fossil <b>Format:</b> Illustrated Narrative <b>CCSS:</b> W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5	<b>Product:</b> The Secret World of Plants and Pollinators <b>Format:</b> Poster and oral presentation <b>CCSS:</b> W.2.5, W.2.7, SL.2.4	<b>Product:</b> Wildflower Seed Packet <b>Format:</b> Opinion writing and drawing <b>CCSS:</b> W.2.1, W.2.2, W.2.5, W.2.6

## Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	<b>Title:</b> Writing in Response to <i>The Invisible Boy</i> <b>Format:</b> Short constructed response <b>CCSS:</b> RL.2.1, RL.2.3, RL.2.7	<b>Title:</b> Answering Questions about a Literary Text <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2	<b>Title:</b> Using Strategies to Read Informational Text <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, L.2.4e.	<b>Title:</b> Reading, Comparing and Contrasting, and Creating a Videobook of Stories <b>Format:</b> selected response, short constructed response and videobook <b>CCSS:</b> RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.9, SL.2.2, SL.2.5
Unit 2	<b>Title:</b> Reading and Writing about Schools around the World <b>Format:</b> Close read-aloud with short constructed response and extended response <b>CCSS:</b> RI.2.1, W.2.2	<b>Title:</b> Answering Questions about an Informational Text <b>Format:</b> Selected response and short constructed response <b>CCSS:</b> RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.4a, L.2.4c	<b>Title:</b> Drafting a New Informational Paragraph, Part I and Part II <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.2.2, W.2.7, W.2.8	<b>Title:</b> Reading and Writing Opinions <b>Format:</b> Selected response, short constructed response, and scaffolded writing <b>CCSS:</b> RI.2.1, RI.2.2, RI.2.8, RI.2.9, W.2.1
Unit 3	<b>Title:</b> Responding to Text through Speaking and Listening <b>Format:</b> Small group collaborative conversation (discussion protocol) <b>CCSS:</b> SL.2.1b, SL.2.c	<b>Title:</b> Writing a Narrative about Discovering a Fossil <b>Format:</b> Scaffolded writing <b>CCSS:</b> W.2.3, W.2.5, L.2.1d, L.2.2	<b>Title:</b> Oral Presentations <b>Format:</b> Speaking and listening <b>CCSS:</b> SL.2.4	<b>Title:</b> Presentation and Reflection on Habits of Character, Work, and Learning <b>Format:</b> Oral presentation <b>CCSS:</b> SL.2.1.a, SL.2.1b, SL.2.6

## Common Core State Standards for ELA &amp; Literacy Formally Assessed, by Module

- In the curriculum, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.

## Grade 2: Curriculum Map

### Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X		X
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X		X
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	X	X		X
<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.				✓
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		X		
<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.				X
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X	X		
<b>RL.2.8</b> (RL.2.8 not applicable to literature)	N/A			
<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				X
<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.			

### Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X	X	X
<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		X	X	X
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			X	✓
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		X	X	✓

	Module 1	Module 2	Module 3	Module 4
<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		X	X	
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	X	
<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			X	
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.				X
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.				X
<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.			

### Reading Standards: Foundational Skills

**Note:** These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum (see Grade Level Scope and Sequence documents).

### Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				X
<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X		X	
<b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		X		
<b>W.2.4</b> (begins in grade 3)	N/A			
<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓	X	✓	✓

## Grade 2: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				✓
<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			X	✓
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.		X	X	✓
<b>W.2.9</b> (begins in grade 4)	N/A			
<b>W.2.10</b> (begins in grade 3)	N/A			

## Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	
<b>SL.2.1a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	X
<b>SL.2.1b</b> Build on others' talk in conversations by linking their comments to the remarks of others.	X	✓	✓	X
<b>SL.2.1c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	✓	✓	
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X	✓	X
<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			✓	
<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			X	
<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		✓		X
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)			✓	X

## Language Standards

**Note:** Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

	Module 1	Module 2	Module 3	Module 4
<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.2.1a</b> Use collective nouns (e.g., group).		✓		
<b>L.2.1b</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).				✓
<b>L.2.1c</b> Use reflexive pronouns (e.g., myself, ourselves).				✓
<b>L.2.1d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		X		
<b>L.2.1e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.			✓	
<b>L.2.1f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			✓	
<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.2.2a</b> Capitalize holidays, product names, and geographic names.	✓	✓	✓	✓
<b>L.2.2b</b> Use commas in greetings and closings of letters.				✓
<b>L.2.2c</b> Use an apostrophe to form contractions and frequently occurring possessives.	This standard is practiced in the module lessons but explicitly taught and assessed in the Reading Foundations K-2 Block (see Grade Level Scope and Sequence).			
<b>L.2.2d</b> Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).	This standard is practiced in the module lessons but explicitly taught and assessed in the Reading Foundations K-2 Block (see Grade Level Scope and Sequence).			
<b>L.2.2e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		✓	✓	✓
<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
<b>L.2.3a</b> Compare formal and informal uses of English.				✓
<b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
<b>L.2.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.		X		

## Grade 2: Curriculum Map

	Module 1	Module 2	Module 3	Module 4
<b>L.2.4b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).				✓
<b>L.2.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		X		
<b>L.2.4d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			✓	
<b>L.2.4e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			✓	
<b>L2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.				✓
<b>L.2.5a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).				✓
<b>L.2.5b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).				✓
<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Integrated throughout.			

# K-2 Reading Foundations Skills Block Standards: Scope and Sequence: Grade 2 Standards Coverage

The purpose of this document is to provide a high-level overview of the Common Core State Standards, substandards, and associated learning targets explicitly taught and formally assessed in each of the four Reading Foundations Skills modules for Grade 2.<sup>1</sup>

The Reading Foundations Skills Block addresses:

- All of the Foundational Reading Standards
- Select Language Standards (L.2.2c and L.2.2d and e), based on the strong interrelationship between spelling, reading, and writing conventions

The document is organized as follows:

- End-of-grade-level expectation for each standard, followed by a breakdown of the sequence and frequency of instruction of each substandard (reflects the backward design and intentionally sequenced sub-skills that are necessary to master each of the long-term targets)
- The substandards addressed in the curriculum (bolded and in the exact language of the Common Core)
- Long-term learning target(s): EL Education’s interpretation of substandard long-term target (or targets) in “I can” language
- A table with EL’s supporting targets (discrete skills associated with each long-term target), also in “I can” language

The supporting targets serve as a breakdown of each long-term target, sequenced in order of complexity. Once students have mastered these supporting targets (or sub-skills) of each long-term target, they will have mastered the long-term target. If a student needs additional support with a given long-term target, a teacher can look to these supporting targets to assess and remediate.

The charts below show which supporting targets are explicitly taught and formally assessed (either via K–2 Benchmark Assessment or Cycle Assessments) in a given module. (Note that, based on student needs, many more supporting targets than those listed here will be taught during differentiated small group instruction.)

**Note:** X indicates that the standard is explicitly taught during whole group instruction in that module. Once a standard has been introduced and explicitly worked with, if it is not represented with an X in later modules, it means that, although the standard is no longer at the forefront of instruction, it will continue to be present—revisited and reviewed as necessary.

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<sup>1</sup>Each module is approximately eight weeks long, including one flex week. Modules are divided into 1–2 week “cycles” of instruction. Module 1 includes four instructional cycles and Modules 2–4 include seven cycles.



## Phonics and Word Recognition

### CCSS RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 2 students will decode one-syllable and multisyllabic words with a variety of spelling patterns, including long vowel teams. Students will also decode words with common affixes such as re-, pre-, and -ing. Students will continue to grow their bank of irregularly spelled words and words with inconsistent, but common spelling patterns.

By the end of the year, Grade 2 students can:

- RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d: Decode words with common prefixes and suffixes.
- RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f: Recognize and read grade-appropriate irregularly spelled words.

#### RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

##### Long-term learning target:

- I can decode regularly spelled one-syllable words by applying what I know about long and short vowel sounds.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can explain that single vowel letters in one-syllable words usually have short vowel sounds.	X			
I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.	X	X	X	
I can explain that in CVCe (consonant, vowel, consonant, silent e) one-syllable words ending in final -e, the V (vowel) letter usually has a long vowel sound.	X			

#### RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.

##### Long-term learning target:

- I can decode words with common vowel teams by applying what I know about spelling-sound relationships.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the sounds made by different vowel teams.	X	X	X	
I can apply generalizations for decoding words with common vowel teams.	X	X	X	X

#### RF.1.3c: Decode regularly spelled two-syllable words with long vowels.

##### Long-term learning target:

- I can decode (regularly spelled) two-syllable words with long vowels.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound).	X	X		
I can decode a two syllable word that contains the CVCe vowel pattern.	X	X		

**RF.1.3d: Decode words with common prefixes and suffixes.****Long-term learning target:**

- I can decode words with common prefixes (part of the word at the beginning) and suffixes (part of the word at the end).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify a prefix in a word.			X	X
I can identify a suffix in a word.			X	X
I can make and decode a new word by adding a prefix or a suffix to a base word.			X	X
I can decode words with common prefixes.			X	X
I can decode words with common suffixes.	X	X	X	X

**RF.1.3e: Identify words with inconsistent but common spelling-sound correspondences.****Long-term learning target:**

- I can decode words that have common sounds with different spelling patterns (e.g., *bread, read, break*).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use knowledge of vowel sounds to help me decode words with different spelling patterns.		X	X	X
I can decode words with other vowel patterns (e.g., <i>ou, ow</i> ).	X	X		
I can decode words with r-controlled vowel patterns.		X		
I can decode words with C-le syllable patterns.			X	X
I can use context to help me decode words that have common sounds with different spelling patterns.			X	X

**RF.1.3f: Recognize and read grade-appropriate irregularly spelled words.****Long-term learning target:**

- I can read second-grade words that “don’t play fair” (irregularly spelled words).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read second-grade words that “don’t play fair” in isolation.	X	X	X	X
I can read second-grade words that “don’t play fair” in text.	X	X	X	X

## Fluency

**CCSS RF.4: Read with sufficient accuracy and fluency to support comprehension.**

Grade 2 students will read grade-level texts fluently and with understanding.

By the end of the year, kindergarten students can:

- RF.1.4a: Read grade-level text with purpose and understanding.
- RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.3c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF.2.4a: Read grade-level text with purpose and understanding.****Long-term learning target:**

- I can read and understand grade-level texts.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the purpose for reading with different types of texts.			X	X
I can read grade-level texts independently.	X	X	X	X

**RF.2.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.****Long-term learning target:**

- I can fluently read grade-level texts aloud.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read at an appropriate rate based on the text type.				X
I can read with appropriate phrasing while paying attention to punctuation.	X	X	X	X
I can read with expression and meaning.	X	X	X	X
I can read accurately (with few or no decoding mistakes).	X	X	X	X
I can adjust my reading rate as needed to increase accuracy with decoding and comprehension.	X	X	X	X

**RF.2.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.****Long-term learning target:**

- I can monitor my own reading for understanding.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can self-correct or confirm a word in a text by asking myself, "Does this make sense?"	X	X	X	X
I can reread when something doesn't make sense or sound right.	X	X	X	X

## Conventions of Standard English

### CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students in Grade 2 will recognize and write common spelling patterns and syllable types and use this knowledge to spell words correctly. They will recognize and use apostrophes to correctly spell contractions and possessive nouns.

By the end of the year, Grade 2 students can:

- L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives
- L.2.2d: Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

#### L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives.

##### Long-term learning target:

- I can use what I know about common spelling patterns to correctly spell words with those common patterns.
- I can correctly spell high-frequency words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use an apostrophe to form contractions using familiar words with “am,” “is,” “not,” “would,” “have,” and “are.”		X		X
I can use an apostrophe to show possession.				X

#### L.2.2d Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

##### Long-term learning target:

- I can use spelling patterns I know to spell words correctly.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify spelling patterns based on syllable type.	X	X	X	
I can identify spelling patterns for common vowel teams.	X	X		
I can identify common spelling patterns for adding affixes to words.			X	X
I can identify spelling patterns based on vowel sounds.	X	X	X	X

# Grade 2 Scope and Sequence: Year-at-a-Glance

## What Are We Teaching in our Second Grade Skills Block Curriculum?

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### What do the standards say?

#### **RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Second graders begin to internalize the mapping of vowel sounds to vowel teams and are able to use this information to decode with increasing efficiency. In addition, they can use **morphemes (prefixes and suffixes) in words** to efficiently decode them. Second graders can read grade-appropriate irregularly spelled words with automaticity.

#### **RF.4 Read with sufficient accuracy and fluency to support comprehension.**

Second graders read grade-level text with purpose and understanding. They also read this text orally with accuracy, appropriate rate, and expression on successive readings. In addition, they use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Second graders can apply the spelling patterns they know to be able to write other words. They use resources to confirm and correct their spellings. Their use of capitalization has expanded beyond names of dates and people to include other “names” (i.e., other proper nouns). They also use commas now in greetings and closings in letter writing, and apostrophes in contractions and frequently occurring possessives.

Phases of Spelling and Word Acquisition, Module Summaries and the Second Grade Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
<b>Phase Range</b>	Late Full Alphabetic	Early Consolidated	Middle Consolidated	Late Consolidated
<b>Module Summaries</b>	Review syllable types Closed, Open, and CVCe. Review vowel team syllable type patterns from Grade 1 and introduce spelling generalizations.	New vowel teams and spelling generalizations; contractions and affixes.	Consonant-le syllable type, other word endings, new vowel teams, affixes, and contractions.	Spelling generalizations, schwa, affixes, and contractions.
<b>Scope &amp; Sequence</b>  i.e. Patterns introduced	<p>C1: reviews syllable types: Open, Closed and CVCe</p> <p>C2: ay vs. ai</p> <p>C3: ee vs. ea vs. -y (long e)</p> <p>C4: igh vs. ie • also compare -y and ie at end of a single syllable (e.g., tie, fly)</p> <p>C5: "oa" vs. "ow"</p>	<p>C6: r-controlled vowels</p> <p>C7: oi, oy, and ou, ow (/ow/) • contractions with "not"</p> <p>C8: old, ost, ind, ild • contractions with "is"</p> <p>C9: 1-1-1 Doubling rule when adding a vowel suffix (e.g., run-running)</p> <p>C10: -ed as /id/, /ed/, and /t/ • contractions with "would"</p> <p>C11: oo, ou, ui, ue, and ew for /u/ and /ooou/  • contractions with "will"</p> <p>C12: -tion and -sion</p>	<p>C13: C-le syllable type • dropping magic e when adding a vowel suffix (e.g., write-writing)</p> <p>C14: C-le syllable type • suffixes -ly, -ment, -ness</p> <p>C15: -c vs. -ck vs. -ic • prefixes un- and re-</p> <p>C16: -ge vs. -dge and eu and ei (/oo/) • suffixes -y and -ly</p> <p>C17: -ch vs. -tch • comparative suffixes -er and -est</p> <p>C18: -able vs. -ible • suffixes -ful and -ness</p> <p>C19: reviews patterns introduced in the module. Introduces "aw" and "au"</p>	<p>C20: "y" spelling changes when making words plural (e.g., cherry-cherries, monkey-monkeys)</p> <p>C21: schwa with a • prefixes dis- and de-</p> <p>C22: schwa with e and o • prefixes in- and im-</p> <p>C23: schwa with "ate" vs. "ate" as CVCe (e.g., "private" vs. "locate") • contractions with "are"</p> <p>C24: compound words • contractions with "are"</p> <p>C25: -cal vs. -cle • possessives</p> <p>C26: -ous vs. -us • possessives</p>

*Note: Refer to the Grade 2 Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.*

# Grade 3:

## Curriculum Map

These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with CCSS L1–3 and with Reading Foundations instruction aligned with CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifics texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org) and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Focus</b>	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Analyzing Narrative and Supporting Opinions	Analyzing Narrative and Supporting Opinions	Gathering Evidence and Speaking to Others
<b>Module Title</b>	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Adaptations and the Wide World of Frogs	Connecting Literary and Informational Texts to Study Culture “Then and Now”	A Study of <i>Peter Pan</i>	Wolves: Fact and Fiction	The Role of Freshwater around the World
<b>Description</b>	This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.	This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.” Students demonstrate their expertise by writing a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.	This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i> , a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i> , an informational text about modern Japan. Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.	This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author’s craft in <i>Peter Pan</i> , specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i> . To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i> , and read aloud a monologue. They write opinions, including which <i>Peter Pan</i> character is their favorite and why.	In this module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” Students begin by reading the traditional Chinese folktale <i>Lon Po Po</i> and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text <i>Face to Face with Wolves</i> . As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.	This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).

	Module 1 <sup>1</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Texts (central text(s) in bold)<sup>2</sup></b>	<ul style="list-style-type: none"> <li>• <i>That Book Woman</i>, Heather Henson (RL, 920L; teacher copy only)</li> <li>• <i>Waiting for the Biblioburro</i>, Monica Brown (RL, 880L; teacher copy only)</li> <li>• <i>The Boy Who Loved Words</i>, Roni Schotter (RL, 780L; teacher copy only)</li> <li>• <i>Thank You, Mr. Falker</i>, Patricia Polacco (RL, 650L; teacher copy only)</li> <li>• <i>The Librarian of Basra: A True Story from Iraq</i>, Jeanette Winter (RL, 640L)</li> <li>• <i>Nasreen's Secret School</i>, Jeanette Winter (RL, 630L)</li> <li>• <i>The Incredible Book-Eating Boy</i>, Oliver Jeffers (RL, 470L; teacher copy only)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Deadly Poison Dart Frogs</i></b>, Lincoln James (RI, 700+L)</li> <li>• <b><i>Bullfrog at Magnolia Circle</i></b>, Deborah Dennard (RL, 670L)</li> <li>• <i>All the Small Poems and Fourteen More</i>, Valerie Worth (RL poems, NL)</li> <li>• "The Glass Frog," Douglas Florian (RL poems, NL)</li> <li>• "The Red-Eyed Tree Frog," Douglas Florian (RL poems, NL)</li> <li>• "The Poison Dart Frog," Douglas Florian (RL poems, NL)</li> <li>• <b><i>Everything You Need to Know about Frogs and Other Slippery Creatures</i></b>, DK Publishing (RI, 820L)</li> <li>• "Staying Alive, Animal Adaptations," EL Education<sup>3</sup> (RI, 890L)</li> <li>• <b><i>Poison Dart Frogs Up Close</i></b>, Carmen Bredeson (RI, 830L)</li> <li>• "Spadefoot Toad," Melanie</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Magic Tree House #33: Carnival at Candlelight</i>, Mary Pope Osborne (RL, 590L; for 1/3 of class)</li> <li>• <b><i>Magic Tree House #37: Dragon of the Red Dawn</i></b>, Mary Pope Osborne (RL, 580L)</li> <li>• <i>Magic Tree House #34: Season of the Sandstorms</i>, Mary Pope Osborne (RL, 580L; for 1/3 of class)</li> <li>• <i>Magic Tree House #45: A Crazy Day with Cobras</i>, Mary Pope Osborne (RL, 570L; for 1/3 of class),</li> <li>• "The Ancient Art of Rangoli," Shruti Priya and Katherine Darrow (RI, 1130L)</li> <li>• "Republic of Iraq." In CultureGrams Kids Edition 2013 (RI, 1200L)</li> <li>• "Discovering Culture," EL Education (RI, 990L)</li> <li>• <i>Exploring Countries: Italy</i>, Walter Simmons (RI, 870L; for 1/3 of class)</li> <li>• <i>Exploring Countries:</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classic Starts edition of <i>Peter Pan</i></b>, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L)</li> <li>• "The Mermaid Lagoon" script adapted by EL Education from: <i>Peter Pan</i>; or <i>Peter and Wendy</i> by J.M. Barrie (RL, 540L)</li> <li>• "The Birds Leave the Nest" script adapted by EL Education from: <i>Peter Pan</i>; or <i>The Boy Who Would Not Grow Up</i> by J.M. Barrie (RL, 480L)</li> </ul>	<ul style="list-style-type: none"> <li>• "The Fox and the Wolf," Lynda Durrant Lemmon (RL, 1010L)</li> <li>• "The Wolves and the Sheep" from the Gutenberg Project (RL, 820L)</li> <li>• "A Wolf in the Park" found at: <a href="http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park">http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park</a> (RL, 780L)</li> <li>• <b><i>Aesop's Fables</i></b>, Jerry Pinkney (RL, 760L)</li> <li>• "The Tricky Wolf and the Rats" found at: <a href="http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/">http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/</a> (RL, 700L)</li> <li>• "The Wolf and the Sheep" found at: <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42</a> (RL, 700L)</li> <li>• <b><i>Lon Po Po</i></b>, Ed Young (RL, 670L)</li> </ul>	<ul style="list-style-type: none"> <li>• "The Water Cycle," U.S. Geological Survey (RI, 1080L)</li> <li>• "Rivers and Streams," Nature Works (RI, 970L)</li> <li>• <b><i>One Well: The Story of Water on Earth</i></b>, Rochelle Strauss (RI, 960L)</li> <li>• "Earth's Water Cycle," Gina Jack (RI, 920L)</li> <li>• "Dry Days in Australia," Ann Weil (RI, 840L)</li> <li>• "Ryan Hreljac: The Boy Who Built a Well," Elisabeth Deffner, February 2009 (RI, 800L)</li> <li>• "Let's Get Physical," <i>Junior Scholastic</i> (RI, 790L)</li> <li>• "Where in the World Is Water?" EL Education (RI, 730L)</li> <li>• "Tackling the Trash," Jill Esbaum, <i>Highlights for Children</i> (RI, 650L)</li> </ul>

<sup>1</sup> For 3M1, students work with most texts about the same amount.

<sup>2</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	Module 1 <sup>1</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<ul style="list-style-type: none"> <li>• <i>Rain School</i>, James Rumford (RL, 420L)</li> <li>• <b><i>My Librarian Is a Camel</i></b>, Margriet Ruurs (RI, 980L)</li> <li>• “One Boy’s Book Drive,” <i>Boy’s Quest</i> (RI, 700L) (alternate)</li> <li>• “Physical Environments around the World,” EL Education (RI, 680L or 530L)</li> </ul>	Freeman (RI, 780L)	<i>India</i> , Jim Bartell (RI, 840L; for 1/3 of class) <ul style="list-style-type: none"> <li>• <i>Exploring Countries: Iraq</i>, Lisa Owings (RI, 810L; for 1/3 of class)</li> <li>• <b><i>Exploring Countries: Japan</i></b>, Colleen Sexton (RI, 740L)</li> <li>• “Soccer Mania,” Cynthia Hatch (RI, 440L)</li> </ul>		<ul style="list-style-type: none"> <li>• <b><i>Face to Face with Wolves</i></b>, Jim and Judy Brandenburg (RI, 970L)</li> </ul>	
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 2–3 <sup>4</sup> : 420–802L					
<b>Performance Task</b>	Accessing Books around the World Bookmark (RI.3.2, W.3.2 (and a-d), W.3.4, W.3.5, and L.3.2) scaffolded explanatory paragraph	Freaky Frog Trading Cards (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3) research-based scaffolded narrative and explanatory paragraph	Research-Based Letter to Author (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a) research-based scaffolded narrative and explanatory letter	Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded literary analysis essay	Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h, and i) narrative	VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech

<sup>4</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

**Unit-Level Assessments (ELA CCSS)**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 1</b>	Collaborative Discussion Skills (SL.3.1b and c) speaking and listening	Close Reading: <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4a) selected response and short constructed response	Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i> (RL.3.1 and RL.3.4) selected response and short constructed response	Character Analysis: Peter Pan's Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RL.3.3) short constructed response	Selected Response and Short Answer Questions: "Fox and Wolf" (RL.3.1–4 and RL.3.7) selected response and short constructed response	On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1) short constructed response
<b>End of Unit 1</b>	Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, W.3.8, and L.3.4a) selected response and short constructed response	Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6) extended response	On-Demand Writing of a Research-Based Informational Paragraph (RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f) extended response	Opinion Writing about Wendy's Actions (RL.3.6, W.3.1, and L.3.6) extended response	Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep" and Part 2: Reading Fluently (RL.3.3, L.3.4, W.3.1, and RF.3.4) extended response	Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c) selected response and short constructed response
<b>Mid-Unit 2</b>	A Letter about my Reading Goals (W.3.2 and L.3.6) extended response	Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.5, RI.3.7, and L.3.4a) selected response and short constructed response	Book Discussions and Text-Dependent Questions on the <i>Magic Tree House Books</i> (RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3) short constructed response and speaking and listening	Writing: New Scene from <i>Peter Pan</i> (W.3.3 and W.3.4) extended response	Reading a New Section of <i>Face to Face with Wolves</i> : "Life in the Pack" (RL.3.1, RL.3.2 and RL.3.4) selected response and short constructed response	Asking and Answering Questions about Water Issues (RI.3.1, RI.3.8, and W.3.8) selected response and short constructed response
<b>End of Unit 2</b>	Listen Up! Recording Our Reading (SL.3.5) speaking and listening	Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, W.3.7, L.3.3a and L.3.6) extended response	Reading and Writing about a New Informational Text (RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8) extended response	Reading Fluency: Reading a Scene from <i>Peter Pan</i> (RL.3.3 and RF.3.4) short constructed response and reading fluently	Reading and Answering Questions about <i>Face to Face with Wolves</i> (RI.3.2, RI.3.4, RI.3.6, W.3.2 and W.3.10) selected response and short constructed response	On-Demand Informative Writing to Inform Readers about Water Issues (W.3.2 and W.3.4.) extended response

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 3</b>	Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI. 3.1, W.3.8 and SL.3.1) selected response and short constructed response	Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.5, W.3.7, and L.3.3) extended response	Drafting a Research-Based Letter to Mary Pope Osborne (RI.3.3, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10) extended response	On-Demand Book Summary (RL 3.2, W.3.2, and W.3.4) short constructed response	Revising Story Plans (W.3.3 and W.3.5) graphic organizer	On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4) extended response
<b>End of Unit 3</b>	Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2) extended response	Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3 and L.3.3) extended response	Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3) extended response	Opinion Writing about a New Character (W.3.1, W.3.4, and L.3.2) extended response	Final Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h and i) narrative	VoiceThread Script Presentation and Critique (SL.3.4) speaking and listening

### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.

## Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			✓		✓	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	✓			✓	✓	
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓			✓	✓	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓		✓	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**			✓		
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	*			✓		
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).					✓	
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.					

\* Not formally assessed. To be addressed upon revision.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3.11*. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. <sup>5</sup>	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone resource on <a href="http://commoncoresuccess.ededucation.org">commoncoresuccess.ededucation.org</a> ).					

<sup>5</sup> This is a standard specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson. RL.3.11 and RL.3.11a are particularly emphasized in M1. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

**Reading Standards for Informational Text**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓	✓			✓
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓		✓	✓
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓	✓			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					✓	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓	✓			
RI.3.6. Distinguish their own point of view from that of the author of a text.				**	✓	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		✓				✓
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						✓
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.					

\* Not formally assessed. To be addressed upon revision.

**Reading Standards: Foundational Skills**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words			++			
A. Identify and know the meaning of the most common prefixes and derivational suffixes.			+			
B. Decode words with common Latin suffixes.			+			
C. Decode multisyllable words.			+			
D. Read grade-appropriate irregularly spelled words.			+			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			+	+		
A. Read grade-level text with purpose and understanding.			+	+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			+	+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			+	+		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5

**Writing Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				✓	✓	✓
A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				✓	✓	✓
B. Provide reasons that support the opinion.				✓	✓	✓
C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.				✓	✓	✓
D. Provide a concluding statement or section.				✓	✓	✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓
A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓
B. Develop the topic with facts, definitions, and details.	✓	✓	✓	✓	✓	✓
C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	✓	✓	✓	✓	✓	✓
D. Provide a concluding statement or section.	✓	✓	✓	✓	✓	✓
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				✓	✓	
A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				**	✓	
C. Use temporal words and phrases to signal event order. Provide a sense of closure.		✓		✓	✓	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.					
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Integrated throughout.					
W.3.7. Conduct short research projects that build knowledge about a topic.		✓	✓			✓
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓			✓
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class. <sup>6</sup>					✓	

\* Not formally assessed; to be addressed upon revision

<sup>6</sup> This is a standard specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

**Speaking and Listening Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓		✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓			
B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓		✓			
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓			
D. Explain their own ideas and understanding in light of the discussion.	✓		✓			
E. Seek to understand and communicate with individuals from different cultural backgrounds. <sup>7</sup>	✓		✓			
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				**	✓	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			✓			
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.						✓

<sup>7</sup> This is a standard specific to New York State.

\* Not formally assessed; to be addressed upon revision.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	✓					✓
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						✓

**Language Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			++			
A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		✓	+			✓
B. Form and use regular and irregular plural nouns.			+			
C. Use abstract nouns (e.g., <i>childhood</i> ).			+			
D. Form and use regular and irregular verbs.			+			
E. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.			+			✓
F. Ensure subject-verb and pronoun-antecedent agreement.			+			✓
G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			+		✓	✓
H. Use coordinating and subordinating conjunctions.			✓	✓	✓	
I. Produce simple, compound, and complex sentences.			✓	✓	✓	

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓		++			
A. Capitalize appropriate words in titles.			+	✓		
B. Use commas in addresses.			+			
C. Use commas and quotation marks in dialogue.			+	✓		
D. Form and use possessives.			+	✓		
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).			+	✓		
F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.			✓	✓		
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			+			
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			+			
A. Choose words and phrases for effect.		✓	✓	✓		
B. Recognize and observe differences between the conventions of spoken and written standard English.	Integrated throughout.					

+ This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			<sup>+</sup> +		✓	**
A. Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	+			*
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	**		+			
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			+			✓
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	*		+			
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	*		+	+		
A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			+	+		*
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			+	+		*
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			+	+		*
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	✓	✓		✓		

<sup>+</sup> This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

\* Not formally assessed; to be addressed upon revision.

# Grade 4:

## Curriculum Map

These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.

- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines. For a procurement list that specifics texts that need to be purchased for use with the curriculum, go to EngageNY.org or commoncoresuccess@eleducation.org and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1A <sup>1</sup>	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Focus</b>	Becoming a Close Reader and Writing to Learn	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
<b>Module Title</b>	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writer's Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
<b>Description</b>	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that	Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet's work, and read informational text in order to write a biographical essay about their poet's life.	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist's life.	Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal. As the final performance task students write an informative piece	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a "simple machine	Students explore perspectives in the American Revolution NS study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, <i>Divided Loyalties</i> , to deepen their understanding of the Patriot and Loyalist perspectives. At the end of the module they synthesize their learning	Students learn about voting rights and responsibilities. They first focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then

<sup>1</sup> NYSED has revised 4MIA. The revised version is available on EngageNY.org.

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	Native Americans – specifically the Iroquois (Haudenosaunee, People of the Long House) – were early inhabitants of the New York region and state, and continue to contribute to the region's history.	Finally, students present their poem and essay during a Poet's Performance.		describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.	inventory” at school and home. As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.	in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier).	create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important.

	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Texts (central text(s) in bold)</b> <sup>4</sup>	<ul style="list-style-type: none"> <li>• <i>The Keeping Quilt</i>, Patricia Polacco (920 L; teacher copy only)</li> <li>• <b><i>The Iroquois: The Six Nations Confederacy</i></b>, Mary Englar (RI, 880L)</li> <li>• <i>Eagle Song</i>, Joseph Bruchac (RL, 840L; optional)</li> <li>• Additional short texts to come (listed in each unit overview)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Love That Dog</i></b>, Sharon Creech (RL, 1010L)</li> <li>• “A Patch of Old Snow” by Robert Frost (NL)</li> <li>• “The Pasture” by Robert Frost</li> <li>• “Stopping by Woods on a Snowy Evening” by Robert Frost (NL)*</li> <li>• “The Tiger” by William Blake</li> <li>• “The Red Wheelbarrow” by William Carlos Williams (NL)*</li> <li>• “The Great Figure” by William Carlos Williams (NL)</li> <li>• “Metric Figure” by William Carlos Williams (NL)</li> <li>• “safety pin” by Valerie Worth (NL)</li> <li>• “Dog” by Valerie Worth (NL)*</li> </ul>	<ul style="list-style-type: none"> <li>• “Colonial America: The Craftspeople,” EL Education (RI, 1080L)</li> <li>• “Colonial Trades: The Blacksmith,” EL Education (RI, 1070L)</li> <li>• “Apprenticeships in Colonial America,” EL Education (RI, 1030L); read aloud</li> <li>• “Colonial Trades: The Carpenter,” EL Education (RI, 1010L)</li> <li>• “A New York Merchant: Adam Johnson,” EL Education (RI, 990L); read aloud</li> <li>• “The Colonists and American Indians,” EL Education</li> </ul>	<ul style="list-style-type: none"> <li>• “Award-Winning Survival Skills,” Lea Winerman (RI, 1150L)</li> <li>• <i>Venom</i>, Marilyn Singer (RI, 1110L; teacher copy only)</li> <li>• <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only)</li> <li>• <b><i>Animal Behavior: Animal Defenses</i></b>, Christina Wilsdon (RI, NL)</li> </ul>	<ul style="list-style-type: none"> <li>• “Who Cares about Polar Bears?” EL Education (RI, 990L)</li> <li>• “No More Junk in Our Schools,” EL Education (RI, 980L)</li> <li>• <b><i>Simple Machines: Forces in Action</i></b>, Buffy Silverman (RI, 870L)</li> <li>• “The Machine,” from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL; teacher copy only)</li> </ul>	<ul style="list-style-type: none"> <li>• The Declaration of Independence (excerpts (RI, NL)</li> <li>• “An Incomplete Revolution,” Amy Miller (RI, 920L)</li> <li>• “Private Yankee Doodle,” Thomas Flemming (RI, 900L)</li> <li>• “Thomas Jefferson and the Declaration of Independence,” Kathy Wilmore (RI, 870L)</li> <li>• “The Shot Heard Around the World,” Thomas Flemming (RI, 860L)</li> <li>• “Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, 690L)</li> <li>• “Loyalists,” The New Book of Knowledge, Grolier Online (RL, 730)</li> <li>• <b><i>Divided Loyalties: The Barton Family During the American Revolution</i></b>, Gare Thompson and Barbara Kiwak (RL, NL)</li> </ul>	<ul style="list-style-type: none"> <li>• “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” <i>The New York Times</i>, (RI, 1270L)</li> <li>• Excerpt from “On Women’s Right to Suffrage,” Susan B. Anthony (RI, 1200L)</li> <li>• “Youth Power,” Karen Fanning and Bryan Brown (RI, 960L)</li> <li>• “I Can’t Wait to Vote!” EL Education (RI, 950L)</li> <li>• A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L)</li> <li>• “The Vote,” Rebecca Hershey (RI, 870L)</li> <li>• “A Historic Inauguration Day,” EL Education (RI, 840L)</li> <li>• <b><i>The Hope Chest</i></b>, Karen Schwabach (RL, 800L)</li> <li>• “Frederick Douglass:</li> </ul>

<sup>2</sup> *The Iroquois: The Six Nation Confederacy* remains a central text. *Eagle Song* is no longer a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

\* Indicates poems that students read closely.

<sup>4</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		<ul style="list-style-type: none"> <li>• “Love That Boy” by Walter Dean Myers (NL)</li> <li>• “Laurence Hamm, 19 Student Athlete” by Walter Dean Myers (NL)</li> <li>• “Street Music” by Arnold Adoff (NL)*</li> <li>• “The Apple” by S.C. Rigg (NL)</li> <li>• <b><i>A River of Words: The Story of William Carlos Williams</i></b>, Jennifer Bryant (RI, 820L; teacher copy only)</li> <li>• “Nikki Giovanni (June 7, 1943 – present)” American Reading Company (RI, 770L)</li> <li>• “Finding Your Voice” by Dara Sharif (RI and RL, 770L)</li> <li>• “Robert Frost (March 26, 1874 – January 29, 1963)” American Reading Company (950L)</li> </ul>	<ul style="list-style-type: none"> <li>(RI, 970L)</li> <li>• “Colonial Trades: The Wheelwright,” EL Education (RI, 970L)</li> <li>• “The Importance of the Wheelwright,” EL Education (RI, 970L)</li> <li>• “The Wheelwright’s Role in a Colonial Village” (RI, 970L)</li> <li>• “Farming in Colonial America,” EL Education (RI, 950L)</li> <li>• “Colonial Trades: The Silversmith,” EL Education (RI, 950L)</li> <li>• “Religion in the Colonies,” EL Education (RI, 930L)</li> <li>• “Colonial Trades: The Printer,” EL Education (RI, 930L)</li> <li>• “Shipbuilders,” EL Education (RI 870L)</li> <li>• “Colonial Trades: The Cooper,” EL Education (RI, 850L)</li> <li>• “Roles in a Colonial Village” (RI, various</li> </ul>				<ul style="list-style-type: none"> <li>Freedom’s Champion,” Patrick S. Washburn (RI, 790L)</li> <li>• “Order in the Court,” Ira Peck and Kathy Wilmore (RI, 770L)</li> </ul>

	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		<ul style="list-style-type: none"> <li>• “Valerie Worth (October 29, 1933 – July 31, 1994)” American Reading Company (RI, 830 L)</li> </ul>	<ul style="list-style-type: none"> <li>trades, 820L-1030L)</li> <li>• “Colonial Trades: The Shoemaker,” EL Education (RI, 750L)</li> <li>• “Colonial Trades” (RI, various trades, 790L-1070L)</li> <li>• <b><i>The Scoop on Homes, Clothes, and Daily Life in Colonial America</i></b>, Elizabeth Raum (RI, 780L)</li> <li>• <b><i>If You Lived in Colonial Times</i></b>, Ann McGovern (RI, 590L)</li> <li>• “Bringing Home the Gold,” Carrol J. Swanson (RL, 880L)</li> <li>• “School of Freedom,” Beverly J. Letchworth (RL, 790L)</li> <li>• “Mystery of the Deep,” Allyson Gulliver (RL, 790L)</li> <li>• “Making Candles, Colonial Style,” Rebecca S. Fisher, <i>Highlights for Children</i>. (RL, 770L)</li> <li>• “Joshua’s Gold,” Mary Lois Sanders</li> </ul>				

	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			(RL, 690L) • “Inventory of John Allen (1659–1704),” Hampshire Probate Records (RI, NL)				
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>5</sup> : 740–1010L						
<b>Performance Task</b>	Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)	Poet’s Performance: Poetry Reading and Biographical Essay Presentation (RI.9, W.4.2, W.11, and SL.4.4) scaffolded essay and public poetry reading	Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6) scaffolded narrative	Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, W.4.9b) scaffolded narrative	Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a) scaffolded essay	Opinion Writing: American Revolution Broadside (W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3) scaffolded essay	Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) scaffolded essay and speech

<sup>5</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

**Unit-Level Assessments (ELA CCSS)**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 1</b>	Answering Questions with Evidence from Text (RI.4.1, RI.4.3) selected response and short constructed response	Text-Dependent Questions: Love That Dog Pages 20–24 and “The Pasture” by Robert Frost (RL.4.1 and RL.4.3) selected response and short constructed response	Inferring with Pictures and Text (RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response	Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7) selected response and short constructed response	Finding the Main Idea of a Scientific Text (RI.4.2 and RI.4.3) selected response and short constructed response	Reading and Answering Questions about the Revolutionary War (RI.4.1, RI.4.2, and RI.4.4) selected response and short constructed response	Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response
<b>End of Unit 1</b>	Paragraph to Explain Student-Created Wampum Belt (W.4.2, RL.4.1, RI.4.1) scaffolded extended response	Extended Response: Love That Dog Pages 1–41: What Has Jack Learned about Poetry? (RL.4.3, W.4.4, and W.4.9) short constructed response	Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response	Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2) selected response and short constructed response	Reading and Answering Questions about Readers Theater (RL.4.1, RL.4.5, and L.4.4) selected response and short constructed response	Reading and Answering Questions about the Declaration of Independence (RI.4.1, RI.4.3, and RI.4.5) selected response and graphic organizer	Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response
<b>Mid-Unit 2</b>	Reading, Note-taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2, W.4.8 and SL.4.1) short constructed response	Writing a Summary of the Full Novel Love That Dog (RL.4.2, W.4.2a and b, and W.4.9) extended constructed response	Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) selected response and short constructed response	Reading and Answering Questions about Two Texts on the Same Topic (RI.4.1, RI.4.2, W.4.7, W.4.8, and L.4.4a and b) selected response and short constructed response	Answering Questions about Screws (RI.4.2, RI.4.3, W.4.8, and W.4.9b) selected response and constructed response	Reading and Answering Questions about Divided Loyalties (RL.4.1, RL.4.5, L.4.4a, and L.4.4c) selected response	On-Demand Reading of New Chapter of The Hope Chest (RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5) selected response and short constructed response.

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>End of Unit 2</b>	Evidence-Based Paragraph Writing (RI.4.3, RI.4.1, and W.4.9) scaffolded response	Reading and Analyzing a New Poem (RL.4.5 and L.4.5a) selected response and short constructed response	Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response	Writing about the Pufferfish (RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8) scaffolded essay	Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, W.4.2b and d, W.4.8, and W.4.9) selected response and short constructed response	Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud Divided Loyalties (RL.4.2, RL.4.3, RF.4.4, and SL.4.1) speaking and listening discussion	On-Demand Writing: How do Leaders Impact the Actions of Others? Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i> (Part II) (RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11) selected response, short constructed response, and extended constructed response
<b>Mid-Unit 3</b>		Reading and Answering Questions about Informational Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response	Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response	Planning for and Drafting an Introduction for the Narrative (W.4.3a) scaffolded extended response	Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response	Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, W.4.9b) short constructed response	Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response
<b>End of Unit 3</b>	"From Knee to Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1 and L.4.4) selected response and short constructed response	Part 1: Writing a Conclusion Paragraph; (RI.4.9 and W.4.2 e) scaffolded extended responses  Part 2: Revising Poet Essays Based on Feedback	On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b) extended constructed response	Planning for and Writing Choice 2 of the Choose-Your-Own-Adventure Animal Defense Narrative (W.4.3b, c, d, e, W.4.4, L.4.1g, L.4.2a, b and d, and L.4.3b) scaffolded narrative	Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, L.4.1f, L.4.2a, c and d, L.4.3a and b) extended constructed response	(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside (W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3) scaffolded extended responses	Public Service Announcement about Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		(W.4.2 c and d, W.4.5, and L.4.2 a and d) scaffolded extended responses					

### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.

**Reading Standards for Literature**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓			✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		✓				✓	✓
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓				✓	✓
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).							✓
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		✓			✓	✓	
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							✓
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.							✓
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).						
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.						



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.11* Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations. <sup>6</sup>	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).						
A. Self-select text based upon personal preferences.	Integrated throughout.						

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

<sup>6</sup>This standard is specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

**Reading Standards for Informational Text**

	Module 1	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓	✓
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓			✓	✓	
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			✓	✓	✓	✓	✓
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.						✓	✓
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.							✓
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			✓	✓			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.					✓	✓	✓
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓	✓			✓
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.						

**Reading Standards: Foundational Skills**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words				<sup>+</sup> +			
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				+			
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.		+			+		
A. Read grade-level text with purpose and understanding.		+			+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		+			+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.		+			+		

<sup>+</sup> This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

**Writing Standards**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓	✓	✓
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.					✓	✓	✓
B. Provide reasons that are supported by facts and details.					✓	✓	✓
C. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ).					✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.					✓	✓	✓
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓					✓
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓		✓			✓
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓		✓	✓	✓
C. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).		✓					✓
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		✓	✓		✓	✓	✓
E. Provide a concluding statement or section related to the information or explanation presented.		✓					✓

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			✓	✓			
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓	✓			
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.			✓	✓			
C. Use a variety of transitional words and phrases to manage the sequence of events.			✓	✓			
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓			
E. Provide a conclusion that follows from the narrated experiences or events.			✓	✓			
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓	✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.						
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Integrated throughout.						

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			*	✓	✓	✓	
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓	✓		
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓				✓	
A. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).		✓					✓
B. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	✓		✓	✓	✓	✓	
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.						
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. <sup>7</sup>		✓					✓

<sup>7</sup> This standard is specific to New York State.

**Speaking and Listening Standards**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓ <sup>8</sup>				✓	
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.						✓	
B. Follow agreed-upon rules for discussions and carry out assigned roles.	✓					✓	
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓					✓	
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓					✓	
E. See to understand and communicate with individuals from different perspectives and cultural backgrounds. <sup>9</sup>						✓	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			✓	✓			
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.							✓
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							✓

<sup>8</sup> SL.4.1 is heavily addressed but not formally assessed in 4M1B. See 4M1B.2 Unit overview for assessment suggestions.

<sup>9</sup> This standard is specific to New York State.

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							✓
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.							✓



**Language Standards**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				+	+		
A. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).				+	+	✓	
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.				+	+	✓	
C. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.				+	+		✓
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				+	+		
E. Form and use prepositional phrases.				+	+		
F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				+	✓		✓
G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).				✓	+		
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				✓			
A. Use correct capitalization.		✓	✓	✓	✓	✓	
B. Use commas and quotation marks to mark direct speech and quotations from a text.			✓	✓			

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Use a comma before a coordinating conjunction in a compound sentence.				+	✓	✓	
D. Spell grade-appropriate words correctly, consulting references as needed.		✓	✓	✓	✓	✓	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			+	+	✓	✓	✓
A. Choose words and phrases to convey ideas precisely.	✓		✓	+	✓	✓	✓
B. Choose punctuation for effect.			+	✓	✓	✓	✓
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			+	+	+	✓	✓
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			+	+			✓
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			+	✓	✓	✓	✓
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).			+	✓			✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			+	+	✓	✓	✓

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							✓
A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.		✓					✓
B. Recognize and explain the meaning of common idioms, adages, and proverbs.							✓
C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).							✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Integrated throughout.						

# Grade 5: Curriculum Map

EL Education's Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education's 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

## Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

## Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

### How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science).
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.
- **Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.

— The curriculum map below lists the title of each assessment, CCSS assessed, and the format.

- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded))
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- Standards: For each module, the standards formally assessed are indicated with a check mark.

**Note:** The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

## Stories of Human Rights

	Module 1	Module 2	Module 3	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teach Others	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Stories of Human Rights	Biodiversity in the Rainforest	Athlete Leaders of Social Change	The Impact of Natural Disasters
Description	<p>Students launch the year by building their close reading skills. They read the novel <i>Esperanza Rising</i> by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and non-fiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in <i>Esperanza Rising</i> where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from <i>Esperanza Rising</i> where human rights are threatened.</p>	<p>In this module, students read to build knowledge about the rainforest and analyze author's craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in <i>The Most Beautiful Roof in the World</i> by Kathryn Lasky, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing author's use of figurative, and concrete and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first-person narratives, building out a scenario from <i>The Most Beautiful Roof in the World</i> using concrete and sensory language to describe the rainforest as though they were actually there.</p>	<p>In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through <i>Promises to Keep: How Jackie Robinson Changed America</i>, written by Jackie's daughter, Sharon. Students gather factors that led to Jackie Robinson's success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have.</p>	<p>In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, songs, and <i>Eight Days: A Story of Haiti</i> by Edwidge Danticat—a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator's or speaker's point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet.</p>

Texts (central text(s) in bold) <sup>1</sup>	<p><b><i>Esperanza Rising</i>, Pam Munoz Ryan</b> (RL, 740L; one per student)</p> <ul style="list-style-type: none"> <li>• <b>The Universal Declaration of Human Rights</b> (RI, 1695L; excerpts only; included in module materials)</li> <li>• The Universal Declaration of Human Rights—Abridged for Youth (RI, 700L; included in module materials)</li> <li>• <b><i>A Life Like Mine: How Children Live around the World</i>, DK Publishing</b> (RI, N/A; teacher copy only)</li> </ul>	<ul style="list-style-type: none"> <li>• “Bite at Night!” Written by EL Education for instructional purposes (RL, 900L; included in module materials)</li> <li>• <b><i>Seeds of Change: Planting a Path to Peace</i>, Johnson, Jen</b> (RL, 820L; teacher copy only)</li> <li>• <b><i>The Great Kapok Tree</i>, Cherry, Lynne</b> (RL, 670L; teacher copy only)</li> <li>• <b><i>The Most Beautiful Roof in the World</i>, Kathryn Lasky</b> (RI, 1160L; one per student)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Promises to Keep: How Jackie Robinson Changed America</i>, Sharon Robinson</b> (RI, 1030L; one per student)</li> <li>• “Jim Abbott,” Rick Swain (RI, N/A; included in module materials)</li> <li>• “Free Minds and Hearts at Work,” This I Believe, Jackie Robinson (RI, N/A; included in module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Eight Days: A Story of Haiti</i>, Edwidge Danticat</b> (RL, 820L; one per student)</li> <li>• “In the Water Where the City Ends,” Simone White (RL, N/A; included in module materials)</li> <li>• “Hurricane Katrina: Superdome Poem,” Shelton “Shakespear” Alexander (RL, N/A; included in module materials)</li> <li>• “Job,” Kwame Dawes (RL, N/A; included in module materials)</li> <li>• “How Well Is Your Community Prepared?,” Scholastic (RI, N/A; included in module materials)</li> <li>• “Know the Facts, Be Empowered.” Ready.gov (RI, N/A; included in module materials)</li> </ul>
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>2</sup> : 740-1010L			
Performance Task	<p><b>Product:</b> Monologue Performance and Program</p> <p><b>Format:</b> theatrical performance and written program</p> <p><b>CCSS:</b> RF.5.4, W.5.4, W.5.5, W.5.8</p>	<p><b>Product:</b> Rainforest Adventures eBook</p> <p><b>Format:</b> scaffolded narratives and informative texts</p> <p><b>CCSS:</b> W.5.3, W.5.4, and W.5.6</p>	<p><b>Product:</b> Poster: Personal Qualities to Be an Effective Leader of Change</p> <p><b>Format:</b> on-demand poster</p> <p><b>CCSS:</b> RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b</p>	<p><b>Product:</b> Preparing for a Natural Disaster</p> <p><b>Format:</b> presentation</p> <p><b>CCSS:</b> SL.5.4, SL.5.5, SL.5.6</p>

## Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p><b>Title:</b> Answering Questions about and Summarizing Article 13 of the UDHR</p> <p><b>Format:</b> selected response and short constructed response</p> <p><b>CCSS:</b> RI.5.1, RI.5.2, RI.5.4, RI.5.10, L.5.4b,c.</p>	<p><b>Title:</b> Reading and Analyzing Informational Texts</p> <p><b>Format:</b> selected response, short constructed response, and graphic organizer</p> <p><b>CCSS:</b> RI.5.2, RI.5.5, RI.5.10</p>	<p><b>Title:</b> Title: Reading and Summarizing an Informational Text</p> <p><b>Format:</b> short constructed response and revising short passage for verb tense</p> <p><b>CCSS:</b> RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c-d</p>	<p><b>Title:</b> Analyzing How an Author Uses Reasons and Evidence to Support Points</p> <p><b>Format:</b> selected response</p> <p><b>CCSS:</b> RI.5.4, RI.5.8, RI.5.10, L.5.4a</p>

<sup>1</sup> Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity



## Stories of Human Rights

	Module 1	Module 2	Module 3	Module 4
End of Unit 1	<b>Title:</b> Title: Text-Based Discussion—Threats to Human Rights in <i>Esperanza Rising</i> <b>Format:</b> text-based discussion and short constructed response <b>CCSS:</b> RL.5.1, RL.5.5, RI.5.1, W.5.9a, SL.5.1a-c	<b>Title:</b> Web Research and Text-Based Discussion <b>Format:</b> research graphic organizer and text-based discussion <b>CCSS:</b> RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, SL.5.1a-d	<b>Title:</b> Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text <b>Format:</b> selected response and short constructed response <b>CCSS:</b> RI.5.3, SL.5.2	<b>Title:</b> Recording a PSA <b>Format:</b> scaffolded PSA, edit passage <b>CCSS:</b> SL.5.4, SL.5.6, L.5.2a,c
Mid-Unit 2	<b>Title:</b> Interpreting Metaphors and Analyzing Character Reactions <b>Format:</b> selected response questions and short constructed response <b>CCSS:</b> RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9a, L.5.5a	<b>Title:</b> Reading and Analyzing Literary Texts <b>Format:</b> short constructed response <b>CCSS:</b> RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, L.5.5a and b	<b>Title:</b> Analyzing a Short Video and Examining Point of View <b>Format:</b> selected response, short constructed response, and graphic organizer <b>CCSS:</b> RI.5.1, RI.5.6, RI.5.10, SL.5.3	<b>Title:</b> Analyzing the Contribution of Multimedia <b>Format:</b> fluency, selected response, short constructed response <b>CCSS:</b> RL.5.1, RL.5.2, RL.5.4, RL.5.7, RL.5.10, RF.5.4, L.5.4a, L.5.5c
End of Unit 2	<b>Title:</b> Title: Revising a Literary Essay <b>Format:</b> revising a scaffolded essay <b>CCSS:</b> W.5.2c,d, W.5.5, W.5.6, L.5.2d, L.5.6	<b>Title:</b> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> <b>Format:</b> reading fluency and on-demand essay <b>CCSS:</b> RL.5.1, RF.5.3, RF.5.4, W.5.2, W.5.9a, W.5.10	<b>Title:</b> Opinion Essay: Factors of Jackie Robinson's Success <b>Format:</b> scaffolded essay <b>CCSS:</b> RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10, L.5.2b	<b>Title:</b> Analyzing Point of View in a Poem <b>Format:</b> selected response, short constructed response <b>CCSS:</b> RL.5.1, RL.5.6, RL.5.10, L.5.3b
Mid-Unit 3	<b>Title:</b> Narrative Monologue: Describing an Event from <i>Esperanza Rising</i> <b>Format:</b> on-demand narrative <b>CCSS:</b> W.5.3a,b,e, W.5.4, W.5.10	<b>Title:</b> Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World <b>Format:</b> on-demand narrative <b>CCSS:</b> W.5.3a,e, W.5.4, W.5.10	<b>Title:</b> Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers <b>Format:</b> on-demand essay <b>CCSS:</b> RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e	<b>Title:</b> Supplies to Include in an Emergency Preparedness Kit <b>Format:</b> research <b>CCSS:</b> RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8
End of Unit 3	<b>Title:</b> Revising Writing and Reading Fluency <b>Format:</b> revising an informational essay <b>CCSS:</b> RF.5.3, RF.5.4, W.5.4, W.5.5, L.5.1b	<b>Title:</b> Revising a First Person Narrative <b>Format:</b> revising a narrative <b>CCSS:</b> W.5.3b-d, W.5.5, L.5.1a, L.5.3a	<b>Title:</b> Multimedia Presentation <b>Format:</b> presentation <b>CCSS:</b> RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6	<b>Title:</b> Opinion Essay: Personal Items for My Emergency Preparedness Kit <b>Format:</b> on-demand opinion essay <b>CCSS:</b> W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, L.5.2e

**Common Core State Standards for ELA & Literacy Formally Assessed, by Module**

- In the curriculum map below, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., **RL/RI.1**). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., **R.10** or **W.10**). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., **W.2**) have a main standard and then subcomponents (e.g., **W.2a**). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

## Stories of Human Rights

### Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓		✓
<b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓			✓
<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓			
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		✓		✓
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓			
<b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.		✓		✓
<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).				✓
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		✓		
<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Integrated throughout.			

## Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓
<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓	
<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			✓	
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	✓			✓
<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✓		
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			✓	
<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		✓	✓	✓
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				✓
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			✓	
<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Integrated throughout.			

## Stories of Human Rights

### Reading Standards: Foundational Skills

	Module 1	Module 2	Module 3	Module 4
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	Integrated throughout.			
<b>RF.5.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.	✓	✓		✓
<b>RF.5.4a</b> Read grade-level text with purpose and understanding.	✓	✓		✓
<b>RF.5.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓		✓
<b>RF.5.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓		✓

### Writing Standards

	Module 1	Module 2	Module 3	Module 4
<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓	✓
<b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			✓	✓
<b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.			✓	✓
<b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).			✓	✓
<b>W.5.1d</b> Provide a concluding statement or section related to the opinion presented.			✓	✓
<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓	
<b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		✓	✓	
<b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		✓	✓	

	Module 1	Module 2	Module 3	Module 4
<b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	✓	✓	✓	
<b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	
<b>W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.		✓	✓	
<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓		
<b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓		
<b>W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓		
<b>W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓	✓		
<b>W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓		
<b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.	✓	✓		
<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓
<b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓
<b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	✓	✓	✓	✓
<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		✓	✓	✓

## Stories of Human Rights

	Module 1	Module 2	Module 3	Module 4
<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓	✓	✓	✓
<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.				
<b>W.5.9a</b> Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	✓	✓		
<b>W.5.9b</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			✓	
<b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout			

## Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	✓	✓		
<b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓		
<b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓		
<b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓		
<b>SL.5.1d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		✓		
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			✓	

	Module 1	Module 2	Module 3	Module 4
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			✓	
<b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			✓	✓
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			✓	
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			✓	✓

### Language Standards

	Module 1	Module 2	Module 3	Module 4
<b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		✓		
<b>L.5.1b</b> Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.	✓			
<b>L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.			✓	
<b>L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.			✓	
<b>L.5.1e</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).			✓	
<b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.5.2a</b> Use punctuation to separate items in a series.				✓
<b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.			✓	
<b>L.5.2c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).				✓



## Stories of Human Rights

	Module 1	Module 2	Module 3	Module 4
<b>L.5.2d</b> Use underlining, quotation marks, or italics to indicate titles of works.	✓	✓		
<b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.				✓
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
<b>L.5.3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		✓		
<b>L.5.3b</b> Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> ) used in stories, dramas, or poems.				✓
<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.				
<b>L.5.4a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				✓
<b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	✓			
<b>L.5.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓			
<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.	✓	✓		
<b>L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.		✓		
<b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				✓
<b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	✓			

# Grade 6:

## Curriculum Map

These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts

students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org) and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Focus</b>	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Reading for Research and Writing an Argument
<b>Module Title</b>	Myths: Not Just Long Ago	Rules to Live By	Voices of Adversity	The Land of the Golden Mountain	Sustaining the Oceans	Insecticides: Costs vs. Benefits
<b>Description</b>	<p>Students study the purposes and elements of mythology. Students read Rick Riordan's <i>The Lightning Thief</i> with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology.</p> <p>As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.</p>	<p>How do people formulate and use "rules" to improve their lives and communicate these "rules" to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, not Buddy</i>, analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own "rules to live by" and then write an essay to inform about one important "rule to live by."</p>	<p>Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research-based unit on the Middle Ages. They break into expert groups to read closely about one demographic group in order to write an informational essay based on their research. Students then move on to read literature: <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, in order to identify the various adversities faced by this cast of characters and to examine the author's craft. To conclude the unit students move into modern voices of adversity by reading concrete poems in the books <i>Blue Lipstick</i> and <i>Technically, It's Not My Fault</i> and write their own text about adversities faced by sixth-graders.</p>	<p>Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep's <i>Dragonwings</i>, they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.</p>	<p>Students study how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. They read Mark Kurlansky's <i>World without Fish</i>, and analyze how point of view and perspective is conveyed, and trace the idea of fish depletion throughout the text. Students also read <i>Flush</i>, a high-interest novel and excerpts of an interview with author Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel. To conclude the module students write an informative consumer guide about buying fish to be put in a grocery store</p>	<p>Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful's Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with evidence.</p>

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Texts (central text(s) in bold)<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• “The Fates,” based on E.M. Berens (RL, 1230L)</li> <li>• “The Story of Medusa and Athena,” by Leanne Guenther (RL, 1200L)</li> <li>• Cronus,” based on E.M. Berens (RL, 980L)</li> <li>• “Myths and Legends,” based on E.M. Berens (RI, 1150L)</li> <li>• “Shrouded in Myth,” Jessica Fisher Neidl (RI, 1100L)</li> <li>• <b>“Key Elements of Mythology,”</b> EL Education (RI, 1080L)</li> <li>• <b>“The Hero’s Journey,”</b> EL Education (RI, 865L)</li> <li>• “Prometheus and Pandora,” based on Jean Lang (RL, 920L)</li> <li>• “Theseus and the Minotaur,” based on Nathaniel Hawthorne (RL, 920L)</li> <li>• <b>The Lightning Thief,</b> Rick Riordan (RL, 740L)</li> <li>• The Golden Key, EL Education (RL, 665L)</li> <li>• <i>D’Aulaires Book Of Greek Myths,</i> Ingri and Edgar Parin</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bud, Not Buddy,</b> Christopher Paul Curtis (RL, 950L)</li> <li>• <b>“If,”</b> Rudyard Kipling (RL poem, NL) (also audio version: <a href="http://archive.org/details/if_kipling_librivox">http://archive.org/details/if_kipling_librivox</a>)</li> <li>• “Health Rocks,” Skipping Stone (RI, 1540L)</li> <li>• “Adults cut back fast food, but U.S. kids still eat too much fat: CDC,” Susan Heavey (RI, 1430L)</li> <li>• “The Life of a Cell Phone,” United States Environmental Protection Agency (RI, 1300L)</li> <li>• “Recipe for Health,” Emily Sohn (RI, 1090L)</li> <li>• “Live by Design, Not Default,” Skipping Stones (RI, 1080L)</li> <li>• “Earth Day, Your Way: Celebrate Earth Day, April 22,” Current Health 1 (RI, 970L)</li> <li>• “Back-to-School Speech,” President Barack Obama (RI, 940L)</li> <li>• “Bullies Behind Bars,”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good Masters! Sweet Ladies! Voices from a Medieval Village,</b> Laura Amy Schlitz (RL, NL)</li> <li>• <b>Blue Lipstick: Concrete Poems,</b> John Grandits (RL, NL; 5 texts per class)</li> <li>• <b>Technically, It’s Not My Fault: Concrete Poems,</b> John Grandits (RL, NL; 5 texts per class)</li> <li>• “Middle Ages,” in <i>Britannica Student Encyclopedia</i> (RI, 1080L)</li> <li>• “Middle Ages,” Kenneth S. Cooper, in the <i>New Book of Knowledge</i>, Grolier Online (RI, 1070L)</li> <li>• “Middle Ages,” Deborah M. Deliyannis (RI, 1000L)</li> <li>• Blast to the Past, Michael Smith (RI, 980L)</li> <li>• Dark Death, Suzanne McCabe (RI, 990L)</li> </ul>	<ul style="list-style-type: none"> <li>• “Waking Up in a Nightmare,” EL Education (RL, 1010L)</li> <li>• <b>Dragonwings,</b> Laurence Yep (RL, 870L)</li> <li>• “Poem of the Earthquake,” Eliza Pittsinger (RL Poem)</li> <li>• “Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance,” EL Education (RL Play)</li> <li>• “The San Francisco Earthquake, 1906,” Eyewitness to History (RI, NL)</li> <li>• “The Great 1906 San Francisco Earthquake,” USGS.gov (RI, 1500L)</li> <li>• “Sandy wreaks havoc across Northeast; at least 11 dead,” Matt Smith (RI, 1400L)</li> <li>• “One Boy’s Experience,” Lloyd Head (RI, 1270L)</li> <li>• “Timeline of the San Francisco Earthquake, April 18–23, 1906,” Gladys Hansen (RI, 1150L)</li> <li>• <b>The Lost Garden,</b> Laurence Yep (RI, 1020L)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flush,</b> Carl Hiassen (RL, 830L)</li> <li>• “Protecting Ocean Habitat from Bottom Trawling,” <a href="http://www.nrdc.org/water/oceans/ftawling.asp">http://www.nrdc.org/water/oceans/ftawling.asp</a> (RI, 1440L)</li> <li>• <b>World Without Fish,</b> Mark Kurlansky (RI, 1230L)</li> <li>• “Destructive Fishing,” <a href="http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/">http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/</a> (RI, 1290L)</li> <li>• “Case Study: Atlantic Bluefin Tuna,” <a href="http://saveourseas.com/threats/overfishing">http://saveourseas.com/threats/overfishing</a> (RI, 1290L)</li> <li>• “Threat 1: Overfishing,” <a href="http://saveourseas.com/threats/overfishing">http://saveourseas.com/threats/overfishing</a> (RI, 1260L)</li> <li>• “Sustainable Fishing Methods,” <a href="http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000053176/">http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000053176/</a> (RI, 1200L)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Frightful’s Mountain,</b> Jean Craighead George (RL, 650L)</li> <li>• “Biological Energy—Here, Let Me Fix It!” Utah Education Network (RI, NL)</li> <li>• “A New Home for DDT,” Donald Roberts (RI, 1200L)</li> <li>• “Malaria Carrying Mosquito Crash Lands Due to His Insecticide,” Adam Allie (RI, 1150L)</li> <li>• <b>“The Exterminator,”</b> Kirsten Weir (RI, 1140L)</li> <li>• “Welcome Back,” Susan Nagle-Schwarz (RI, 1080L)</li> <li>• “How DDT Harmed Hawks and Eagles,” Gil Valo (RI, 1020L)</li> <li>• “Rachel Carson: Environmentalist and Writer,” Kathy Wilmore (RI, 840L)</li> <li>• “Rachel Carson: Sounding the Alarm on Pollution,” Robert Peterson (RI, 840L)</li> </ul>

<sup>1</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	D'Aulaire (teacher copy only)	<p>Carmen Morais (RI, 930L)</p> <ul style="list-style-type: none"> <li>• “Make Your Move,” Jennifer Marino-Walters (RI, 890L)</li> <li>• “<b>Stanford University Commencement Address</b>,” Steve Jobs (RI, 865L)</li> <li>• “Is the Cafeteria Ruining Your Life?” Elizabeth Larson and Justin O'Neill (RI, 830L)</li> <li>• “A Skateboarder Goes Green,” Blair Rainsford (RI, 790L)</li> <li>• “Cyber Bullying Statistics,” <a href="http://www.bullyingstatistics.org">www.bullyingstatistics.org</a> (RI, NL)</li> </ul>		<ul style="list-style-type: none"> <li>• “<b>Comprehending the Calamity</b>,” Emma Burke (RI, 1060L)</li> <li>• “Casualties and Damage after the 1906 Earthquake,” USGS.gov (RI, 730L)</li> </ul>	<ul style="list-style-type: none"> <li>• “A Rapidly Disappearing Fish,” <a href="http://www.pbs.org/newshour/extra/features/july-dec01/chilean.html">http://www.pbs.org/newshour/extra/features/july-dec01/chilean.html</a> (RI, 1190L)</li> <li>• “Choosing Sustainable,” <a href="http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm">http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm</a> (RI, 1180L)</li> <li>• “Sustainable Fishing,” <a href="http://education.nationalgeographic.com/education/encyclopedia/sustainable-fishing/?ar_a=1">http://education.nationalgeographic.com/education/encyclopedia/sustainable-fishing/?ar_a=1</a> (RI, 1160L)</li> <li>• “5 Creative Tips From Carl Hiaasen, Florida's Cleverest Chronicler,” Jessica Grose (RI, 920L)</li> <li>• “Florida: 'A Paradise of Scandals',” Steve Kroft (RI, 990L)</li> </ul>	<ul style="list-style-type: none"> <li>• John Stossel video on DDT: <a href="http://www.youtube.com/watch?v=kHwqandRTSQ">http://www.youtube.com/watch?v=kHwqandRTSQ</a> (NL)</li> <li>• “Earth Tones” video on DDT: <a href="http://www.science.gc.ca/default.asp?lang=en&amp;n=730d78b4-1">http://www.science.gc.ca/default.asp?lang=en&amp;n=730d78b4-1</a></li> </ul>
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 6–8 <sup>2</sup> : 925–1185L					
<b>Performance Task</b>	My Hero's Journey Narrative (ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c*, L.6.2, and L.6.3) scaffolded narrative	Essay to Inform: “My Rule to Live By” (ELA Standards (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, W.6.9b, L.6.1, and L.6.2) scaffolded essay	Narrative: Giving Voice to Adversity (W.6.3, SL.6.4, SL.6.6, L.6.1, L.6.3, and L.6.6.) scaffolded narrative, spoken performance	Newspaper article: “How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco” (RI.6.7, W.6.2, W.6.4a*, W.6.9, W.6.9b, and L.6.3)	Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish? (W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.3)	Scientific Poster and Hosted Gallery Walk (RI.6.1, W.6.1, W.6.4, W.6.5 and L.6.6) research paper

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
				scaffolded essay	scaffolded essay	

\*These standards are specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.



**Unit-Level Assessments (ELA CCSS)**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 1</b>	Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (RL.6.4 and L.6.5) short constructed response	Research Reading: <i>Medieval Times</i> (RI.6.1, RI.6.2, RI.6.4, and RI.6.5) research	Point of View, Figurative Language and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6, L.6.4a, W.6.11*, W.6.11a*, W.6.11b*, and W.6.11c*) graphic organizer and short constructed response	Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (RI.6.2, RI.6.3, and RI.6.4) selected response and graphic organizer	Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” and the Video about DDT (RI.6.8 and SL.6.3) graphic organizers
<b>End of Unit 1</b>	Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey” (RL.6.1, RL.6.3, R.I. 6.1, W.6.9, and W.6.9b) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	Writing about Medieval Times (W.6.2, W.6.4, W.6.7, and W.6.9) scaffolded essay	Evidence of Author’s Perspective in <i>Dragonwings</i> (RL.6.4, and RL.6.6a*) short constructed response	Analyzing Author’s Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i> (RI.6.6) graphic organizer	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (SL.6.2 and SL.6.2a*) discussion
<b>Mid-Unit 2</b>	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; selected response, short constructed response	Finding Theme and Interpreting Figurative Language: Monologues from a Medieval Village (RL.6.2, RL.6.4, and L.6.5) graphic organizer, text-dependent questions	Short Response: Analyzing the Point of View: Relief Camps (RI.6.3, RI.6.6, and RI.6.4) short constructed response	Analyzing Point of View and Plot Development in <i>Flush</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4a) selected response and graphic organizer	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4, L.6.4b, L.6.4c, and L.6.4d) graphic organizer, selected response, short constructed response

\*These standards are specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>End of Unit 2</b>	Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, W.6.9a, and L.6.1a,b,c,d) scaffolded essay	How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9) scaffolded essay	Literary Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and W.6.9) scaffolded essay	Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View of the Immediate Aftermath of the Earthquake? (W.6.2, W.6.9, W.6.9a, and L.6.2) scaffolded essay	Finding Evidence of Carl Hiaasen's Perspective in Flush and Illustrating Plot (RL.6.6a*, W.6.11*) on-demand extended response	Making a Claim: Where Do You Stand on the Use of DDT? (RI.6.9a*, W.6.1, W.6.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation
<b>Mid-Unit 3</b>	Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text (W.6.2, W.6.3a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1) short constructed response and discussion	Small Group Discussion: How Do Modern Poems Portray Modern Adversities? (RL.6.7, RL.6.9, SL.6.1, SL.6.4, and SL.6.6) discussion	Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New Information Connects to the Topic (W.6.7, SL.6.2, and RL.6.11) graphic organizer and oral explanations	Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods. Part 2: Explaining How New Information Connects to the Topic (W.6.7 and SL.6.2) research simulation and discussion	Draft of Position Paper: DDT: Do the Benefits Outweigh the Consequences? (RI.6.1, W.6.1, W.6.9 and W.6.9b) draft essay
<b>End of Unit 3</b>	"My Hero's Journey" Narrative Draft (W.6.3, W.6.4, and W.6.11c*) on-demand narrative	Draft of Essay to Inform: "My Rule to Live By" (RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9) on-demand essay	Giving Voice to Adversity: Drafting a Modern Narrative of Adversity (W.6.3, W.6.11c*, L.6.1, and L.6.3) scaffolded monologue	Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (RI.6.7, W.6.2, W.6.4 and W.6.9) scaffolded essay	Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish (RI.6.7, W.6.2, W.6.4a*, and W.6.9) scaffolded essay	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5, W.6.6, L.6.1e and L.6.6) written reflection

\*These standards are specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

**Reading Standards for Literature**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓				✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	✓	✓	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
A. Explain how an author's geographic location or culture affects his or her perspective. <sup>3</sup>				✓	✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		✓	✓			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓	✓			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

<sup>3</sup>This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <sup>4</sup>	Integrated throughout.					
A. Self-select text based on personal preferences. <sup>5</sup>				✓	✓	
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

<sup>4</sup> This is a standard specific to New York State.

<sup>5</sup> In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

**Reading Standards for Informational Text**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓		✓	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓	✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

**Writing Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
A. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
D. Establish and maintain a formal style.		✓	✓			✓
E. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
E. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
F. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓			
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓		✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓		✓			
E. Provide a conclusion that follows from the narrated experiences or events.	✓					
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. <sup>6</sup>	✓			✓	✓	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					

<sup>6</sup> This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	✓	✓	✓	✓	✓	
B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	✓	✓	✓	✓	✓	✓
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.6.11*. Create and present a text or artwork in response to a literary work.				✓	✓	
A. Develop a perspective or theme supported by relevant details.				✓	✓	
B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.				✓	✓	
C. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	✓		✓	✓		

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

**Speaking and Listening Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓	✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		✓	✓			
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		✓	✓			
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓	✓			
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		✓	✓			
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. <sup>7</sup>		✓	✓			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				✓	✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <sup>8</sup>						✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,			✓			✓

<sup>7</sup> This is a standard specific to New York State.

<sup>8</sup> This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
and clear pronunciation.						
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓			✓

**Language Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓			
A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓			
B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	✓	✓	✓			
C. Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓			
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓			
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		✓				✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓		✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓		✓	✓	
B. Maintain consistency in style and tone.	✓	✓		✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓		✓	✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓			✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Maintain consistency in style and tone.	✓			✓	✓	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				✓	✓	✓
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).						✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓			
A. Interpret figures of speech (e.g., personification) in context.		✓	✓			
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓	✓			
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).		✓	✓			
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Integrated throughout.					

# Grade 7:

## Curriculum Map

These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts

students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifics texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org) and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

**Note:** For seventh grade specifically, two options for Module 4 are available: 7M4A: (“Screen Time and the Developing Brain”) and 7M4B: “Water Is Life”. Only one option for Module 3 is available at this grade level (“The People Could Fly”).



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
<b>Focus</b>	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Reading and Research	Reading and Research
<b>Module Title</b>	Journeys and Survival	Working Conditions	Identify and Transformation: Then and Now	Slavery: The People Could Fly	Screen Time and the Developing Brain	Water Is Life
<b>Description</b>	Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i> , analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes from the novel and craft a research-based two-voice poem.	Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on <i>Lyddie</i> (about a girl who works in the Lowell mills); they write an argument essay about Lyddie's choices around joining a protest over working conditions. Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally, a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry.	Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first-person narratives that focus on various social identifiers—from race to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play's main character, Eliza Doolittle. To conclude the module students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a “counter ad” that does not rely on gender-specific stereotypes.	This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his <i>Narrative</i> , focusing on his message as well as the author's craft. Finally, they select one episode from the <i>Narrative</i> and rewrite it as a children's story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a mentor text.	Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the module by writing a position paper, and creating a visual representation of their paper.	Students explore water sustainability, fresh water management. They read “Water is Life” and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management. Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position. Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
<b>Texts (central text(s) in bold)<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• <b><i>A Long Walk to Water</i></b>, Linda Sue Park (RL, 720L)</li> <li>• “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Stephen Buckley (RI, 1110L)</li> <li>• “Water for South Sudan,” <a href="http://www.waterforsouthsudan.org">http://www.waterforsouthsudan.org</a> (RI, 1090L)</li> <li>• “Sudanese Tribes Confront Modern War,” Karl Vick (RI, 1060L)</li> <li>• “Author’s Note,” <i>A Long Walk to Water</i>, Linda Sue Park (RI, 1030L)</li> <li>• “Time Trip” excerpt from “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” <i>Current Events</i> (RI, 970L)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Lyddie</i></b>, Katherine Patterson (RL, 860L)</li> <li>• “Harvesting Hope: The Story of Cesar Chavez,” Kathleen Krull (RL, NL)</li> <li>• “In China, Human Costs Are Built into an iPad,” Charles Duhigg and David Barboza, <i>The New York Times</i> (RI, 1430L)</li> <li>• “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” Steven Greenhouse, <i>The New York Times</i> (RI, 1320L)</li> <li>• “Are Your Clothes Made in Sweatshops?” Oxfam Australia <a href="https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/">https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/</a>. (RI, 1220L)</li> <li>• “<b>Common-wealth Club Address</b>,” César Chávez (RI, 1155L)</li> <li>• “Ethical Style: How Is My T-Shirt Made?” Tabea Kay (RI, 1080L)</li> <li>• “Statement at Pacific Lutheran University,” César Chávez (RI Speech,)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Pygmalion</i></b>, George Bernard Shaw (RL, NP)</li> <li>• <i>Nadia’s Hands</i>, Karen English (RL, NL)</li> <li>• <i>Not Much, Just Chillin: The Hidden Lives of Middle Schoolers</i>, Linda Perlstein (RI, NL)</li> <li>• “Key Questions to Ask When Analyzing Media Messages,” National Association for Media Literacy Education (RI, NL)</li> <li>• “Team Players,” Erika Packard, in <i>Monitor</i> (Vol. 37, Issue 8), September 2006. (RI, NL)</li> <li>• Julianne Micoleta, “Generation Z Teens Stereotyped as ‘Lazy and Unaware,’” <i>Huffington Post</i>, March 2012. (RI, 1690L)</li> <li>• “Teen Slang: What’s, like, so wrong with like?” Denise Winterman (RI, 1620L)</li> <li>• “Study: Employment Ads Perpetuate Traditional Roles,” <i>Duke Today</i> (RI, 1410L)</li> <li>• “Truth in Advertising?” Stephanie Clifford (RI, 1290L)</li> </ul>	<ul style="list-style-type: none"> <li>• “We Wear the Mask,” Paul Laurence Dunbar (RL poem, NL)</li> <li>• “Slavership,” Lucille Clifton (RL poem, NL)</li> <li>• “Introduction to Poetry,” Billy Collins (RI, NL)</li> <li>• “Harriet Tubman,” Eloise Greenfield (RL poem, NL)</li> <li>• “Black Woman,” Georgia Douglas Johnson (RL poem, NL)</li> <li>• “The Negro Speaks of Rivers,” Langston Hughes (RL poem, NL)</li> <li>• “If We Must Die,” Claude McKay (RL poem, NL)</li> <li>• <i>The People Could Fly</i>, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required; teacher copy only)</li> <li>• <b><i>Narrative of the Life of Frederick Douglass, an American Slave</i></b>, Frederick Douglass (RI, 1080L; excerpts)</li> <li>• “Renaissance man,” Scott Kirkwood, adapted by EL Education (RI, 1060L)</li> </ul>	<ul style="list-style-type: none"> <li>• “The Many Benefits, for Kids, of Playing Video Games,” Peter Gray (RI, NL)</li> <li>• “Policy Statement: Children, Adolescents, and the Media,” Victor C. Strasburger and Marjorie J. Hogan (RI, 1820L)</li> <li>• “<b>Growing Up Digital</b>,” Matt Richtel (RI, 1660L)</li> <li>• “The Digital Revolution and Adolescent Brain Evolution,” Jay N. Giedd, M.D. (RI, 1630L)</li> <li>• “Video Games Benefit Children, Study Finds.” Queensland University of Technology (RI, 1580L)</li> <li>• “Why Facebook Could Actually Be Good for Your Mental Health,” Sy Mukherjee (RI, 1470L)</li> <li>• “Guest Opinion: Step Away from the Screen,” Margaret Desler, M.D. (RI, 1310L)</li> </ul>	<ul style="list-style-type: none"> <li>• “Beyond Thirst: The Global Water Crisis,” Kathiann M. Kowalski (RI, NL)</li> <li>• <b><i>The Big Thirst</i></b>, Charles Fishman (RI, 1260L)</li> <li>• “<b>Water Is Life</b>,” Barbara Kingsolver (RI, 1165L)</li> <li>• “New York bottled water ban” (video) <a href="http://www.riverkeeper.org/campaigns/tapwater/">http://www.riverkeeper.org/campaigns/tapwater/</a></li> <li>• “Why Care about Water?” National Geographic (video) <a href="http://video.nationalgeographic.com/video/environment/freshwater/environment-freshwater-why-care/">http://video.nationalgeographic.com/video/environment/freshwater/environment-freshwater-why-care/</a></li> <li>• “Charles Fishman: Why College Students Should Start Paying Attention to Water” (video) <a href="http://www.youtube.com/watch?v=XM7SO_Qi3B4">http://www.youtube.com/watch?v=XM7SO_Qi3B4</a></li> </ul>

<sup>1</sup>Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
		<ul style="list-style-type: none"> <li>• “The Wrath of Grapes,” César Chávez (RI Speech)</li> </ul>	<ul style="list-style-type: none"> <li>• “Images of Men in Advertising,” Tom Yakanama (RI, 1290L)</li> <li>• “Men Are Becoming the Ad Target of the Gender Sneer,” Courtney Kane (RI, 1280L)</li> <li>• “Guys and Dolls No More?” Elizabeth Sweet (RI, 1230L)</li> <li>• “Geena Davis, Media Equalizer,” New Moon Girls Magazine (RI, 1210L)</li> <li>• “Cover Girl Culture,” Melanie Deziel (RI, 1190L)</li> <li>• “Women and Urban Life in Victorian Britain,” Lynda Nead (RI, 1120L)</li> <li>• “The Border,” in <i>Red: Teenage Girls of America Write on What Fires Up Their Lives Today</i>, Cindy Morand (RI, 1020L)</li> <li>• “My Own True Name,” Diane Gonzales Bertrand (RI, 1010L)</li> <li>• Victorian Women: Not What You Might Think, Gina Zorzi Cline (RI, 1000L)</li> <li>• “Why Couldn’t Snow White Be Chinese?” Grace Lin (RI, 860L)</li> <li>• “Is Money Affecting Your Social Status?” Reniqua Allen (RI, 860L)</li> </ul>	<ul style="list-style-type: none"> <li>• Texts from Freedom: A History of US Webisode 5, PBS (RI, 970L)</li> <li>• <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis (RI, 760L) (recommended, not required; teacher copy only)</li> <li>• <i>Turning the Page: Frederick Douglass Learns to Read</i>, Amanda Hamilton Roos, illustrated by Michael Adams (RI, 760L) (One copy per triad; recommended, not required)</li> </ul>	<ul style="list-style-type: none"> <li>• “Beyond the Brain,” David Brooks (RI, 1260L)</li> <li>• “What’s Going On in Your Brain?” Linda Bernstein (RI, 1180L)</li> <li>• “Can You Unplug for 24 Hours?” Heidi St. Clair (RI, 1140L)</li> <li>• “What You Should Know about Your Brain,” Judy Willis (RI, 1120L)</li> <li>• “You Trouble,” Justin O’Neill (RI, 1080L)</li> <li>• <b>“Teens and Decision Making: What Brain Science Reveals,”</b> Scholastic Inc. and National Institute on Drug Abuse (RI, 1060L)</li> <li>• “Attached to Technology and Paying a Price,” Matt Richtel (RI, 980L)</li> <li>• “Is Google Making Us Stupid?” Nicholas Carr and Peter Norvig (RI, 960L)</li> <li>• “The Teen Brain: It’s Just Not Grown Up Yet,” 2. Richard Knox (RI, 940)</li> </ul>	<ul style="list-style-type: none"> <li>• “Charles Fishman: The Water Crisis Isn’t Global. It’s Local” (video) <a href="http://www.youtube.com/watch?v=lZxVylIPDsA">http://www.youtube.com/watch?v=lZxVylIPDsA</a></li> <li>• “The Future of Water” (video) <a href="http://www.youtube.com/watch?v=-qpbWZRC_dw">http://www.youtube.com/watch?v=-qpbWZRC_dw</a></li> <li>• “Charles Fishman: Corporations Need to Pay More Attention to Water” (video) <a href="http://www.youtube.com/watch?v=8uWzIDMuM_U">http://www.youtube.com/watch?v=8uWzIDMuM_U</a></li> </ul>

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
					<ul style="list-style-type: none"> <li>“Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains,’ Jeffrey Brown, Nicholas Carr, and Mathew Kielty (video)</li> </ul>	
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 6–8 <sup>2</sup> : 925–1185L					
<b>Performance Task</b>	Research-Based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, W.7.3d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2) research poetry	Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) analysis and brochure	Advertisement Analysis and “Counter-Ad” (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) analysis and printed/electronic ad	Children’s Book to Retell an Episode from <i>Narrative of the Life of Frederick Douglass</i> (with author’s note) (W.7.3, W.7.4, W.7.5, W.7.9, W.7.11*, L.7.1, L.7.2, L.7.3, and L.7.6) scaffolded narrative	Visual Representation of Position Paper (RI.7.1, W.7.1, W.7.4, and L.7.6) visual representation	Visual Representation of Position Paper (RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6) visual representation

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

<sup>2</sup>Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

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**Unit-Level Assessments (ELA CCSS)**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
<b>Mid-Unit 1</b>	Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response	How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response	Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?” (RI.7.1, RI.7.2, and RI.7.3) short constructed response	Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1) short constructed response	“The Development of the Young Brain”: Listening for Main Idea and Supporting Details (RI.7.7 and SL.7.2) short constructed response	“The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (SL.7.2) selected response and short constructed response
<b>End of Unit 1</b>	Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, W.7.9, and W.7.9b) selected response and short constructed response	Argument Essay about <i>Lyddie</i> (RL.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay	Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?” (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response	Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”: (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response	Analyzing the Main Idea and Supporting Details in “You Trouble” (RI.7.1, RI.7.2, RI.7.5, RI.7.6, and L.7.6) note-taking and selected response	We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3) selected response and short constructed response
<b>Mid-Unit 2</b>	Comparing “Water for Sudan” and <i>A Long Walk to Water</i> (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response	How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response	Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RL.7.1, RI.7.3, and L.7.4.) selected response and short constructed response	Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response	Part I: Tracing and Evaluating Arguments and Part II: Research Task: Comparing and Contrasting Texts (RI.7.8, SL.7.3, RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d) short constructed response	Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d) selected response and short constructed response

<b>End of Unit 2</b>	Literary Analysis—Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay	Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response	Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5.) scaffolded essay	Essay: Analyzing Douglass’s Position in <i>Narrative of the Life of Frederick Douglass</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay	Making a Claim about the AAP Recommended Screen Time (SL.7.1, SL.7.1a, SL.7.1e*, SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9) speaking and listening	Making a Claim about Water Management (Part I: SL.7.1, SL.7.1a, SL.7.1e*; Part II: SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9 and RI.7.9a*) discussion, presentation
<b>Mid-Unit 3</b>	Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8) on-demand use of a source for research	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and touches on W.7.8) on-demand research	Syntax and Storytellers’ Seminar. Part 1: Writer’s Roundtable (SL.7.1b, c, d) Part 2: Sentence Structure Quiz (L.7.1a, b, c, and L.7.2a)	First Draft of Position Paper (RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9) scaffolded essay	First Draft of Position Paper (RI.7.1, W.7.1a, b, e, and W.7.4) scaffolded essay
<b>End of Unit 3</b>	Using Strong Evidence (RI.7.1, RL.7.1, L.7.2 and W.7.9) selected response and short constructed response	Writing a Research Synthesis (W.7.7 and W.7.8) extended response	Writing a Research Synthesis (W.7.7 and W.7.8) extended responses	Second draft of Storyboards for the Children’s Book (W.7.3, W.7.9, and W.7.11*) scaffolded narrative	Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay	Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay and written reflection

\*These standards are specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

**Reading Standards for Literature**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓		
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓					
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		✓	✓			
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.				✓		
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				✓		
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓					
A. Analyze stories, drama, or poems by authors who represent diverse world cultures. <sup>3</sup>	✓					
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).				✓		
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓					

<sup>3</sup>This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					
RL.7.11*. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <sup>4</sup>	Integrated throughout.					
A. Self-select text based on personal preferences. <sup>5</sup>		✓	✓			
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		✓	✓			

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

<sup>4</sup>This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

<sup>5</sup>In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”

**Reading Standards for Informational Text**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓	✓	✓		
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓	✓			
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				✓		
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓	✓			
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓		
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).					✓	
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.					✓	✓
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <sup>6</sup>					✓	✓

<sup>6</sup>This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

**Writing Standards**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		✓	✓		✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓			
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓		
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓		
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			✓		

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓		
E. Establish and maintain a formal style.	✓					
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓	✓			
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓			✓		
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.				✓		
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <sup>7</sup>	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	✓			✓		

<sup>7</sup>This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <sup>8</sup>	Integrated throughout.					
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. <sup>9</sup>	Integrated throughout.					
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		✓	✓		✓	✓
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓	✓		✓	✓
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	✓	✓	✓			
B. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	✓		✓	✓	✓	✓
W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					

<sup>8</sup>W.7.5 also is specifically assessed in M4.

<sup>9</sup>W.7.6 is particularly emphasized in M2A.

W.7.11*. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections.				✓		
A. Make deliberate, personal, cultural, textual, and thematic connections across genres.				✓		
B. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).				✓		

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

**Speaking and Listening Standards**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.					✓	✓
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓	✓	✓
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				✓		
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.				✓		
D. Acknowledge new information expressed by others and, when warranted, modify their own views.				✓		
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. <sup>10</sup>					✓	✓
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <sup>11</sup>					✓	✓
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					✓	✓

<sup>10</sup> This is a standard specific to New York State.

<sup>11</sup> This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					✓	✓
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					✓	✓

**Language Standards**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓		
A. Explain the function of phrases and clauses in general and their function in specific sentences.		✓	✓	✓		
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		✓	✓	✓		
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		✓	✓	✓		
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓		
A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		✓	✓	✓		
B. Spell correctly.		✓	✓	✓		
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓	✓	✓		
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		✓	✓	✓		
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			✓			
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			✓	✓		

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).			✓	✓		
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			✓		✓	✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			✓		✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓		
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.				✓		
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				✓		
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).				✓		
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <sup>12</sup>	Integrated throughout.					

<sup>12</sup> L.7.6 also is specifically addressed in M4.

# Grade 8

## Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts

students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org) and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Focus</b>	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Research, Decision-Making, and Forming Positions
<b>Module Title</b>	Finding Home: Refugees	Taking a Stand	<i>A Midsummer Night's Dream</i> and the Comedy of Control	Japanese-American Relations in WWII	The Civil Rights Movement and the Little Rock Nine	Sustainability of World's Food Supply
<b>Description</b>	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out &amp; Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i> , by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of "The Golden Rule" is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their	Students read and analyze Shakespeare's <i>A Midsummer Night's Dream</i> , focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters in <i>A Midsummer Night's Dream</i> to creatively explain his or	Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese-American who was interned in a relocation camp in the United States. To build background knowledge, students read primary source documents. They contrast FDR's response to the Pearl Harbor attack in his "Day of Infamy" speech with the Japanese response in the "Fourteen-part Message." Finally, students analyze how Zamperini and Okubo faced others' attempts to make them "invisible" during their imprisonment or internment, and how Zamperini became "visible" after the war. For their culminating writing task, students write a research-	Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question "How can stories be powerful?" as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in depicting the Little Rock Nine. Students finish the	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.	script remains true to but also veers from the original text.	her attempts to control or manipulate someone else in the play.	based narrative that tells the story of how Okubo, too, regained her life and became “visible” again.	module by choosing four photographs to lift up as key events to include in a film about the Little Rock Nine, and a song for a film soundtrack. For their final performance task, students present and justify their photograph and song choices.	process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan's four food chains would you choose to feed the United States? Why?



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Texts</b> <b>(central text(s) in bold)</b> <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b><i>Inside Out &amp; Back Again</i></b>, Thanhha Lai (RL, NL)</li> <li>• “Panic Rises in Saigon, but the Exits are Few,” Fox Butterfield (RI, 1200L)</li> <li>• “Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia’s War-Torn Capital, Bringing More Hardship, Death,” Current Events (RI, 1130L)</li> <li>• <b>“The Vietnam Wars,”</b> Tod Olson (RI, 1120L)</li> <li>• “Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia,” Current Events (RI, 1090L)</li> <li>• “People without a Land,” Scholastic Update (RI, 1080L)</li> <li>• “Refugee Children in Canada: Searching for Identity,” Anne Marie Fantino and Alice Colak (RI, 1050L) (excerpt)</li> <li>• “Meet the Kurds,” Vera Saeedpour (RI, 1030L)</li> <li>• “Refugees: Who, Where, and Why,” Catherine Gevert (RI, 1020L)</li> <li>• Til Gurung, speech at</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>To Kill a Mockingbird</i></b>, Harper Lee (RL, 870L)</li> <li>• “Those Winter Sundays,” Robert Hayden (RL poem, NL)</li> <li>• “Incident,” Countee Cullen (RL poem, NL)</li> <li>• “Solitude,” Ella Wheeler Wilcox (RL poem, NA)</li> <li>• “Equal Rights for Women,” Shirley Chisholm (RI, 1240L)</li> <li>• Excerpts from “Great Society,” Lyndon Johnson (RI, 1090L)</li> <li>• “Ain’t I a Woman?” Sojourner Truth (RI, 790L)</li> <li>• <b><i>To Kill a Mockingbird</i></b>, Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Film.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>A Midsummer Night’s Dream</i></b>, William Shakespeare (RL, NL)</li> <li>• “The Harvest that Never Came,” Aaron Shepard (RL Poem)</li> <li>• “Pyramus and Thisbe,” Thomas Bulfinch (RL, 1020L)</li> <li>• <b>“The Shakespeare Shakedown,”</b> Simon Schama (RI, 1430L)</li> <li>• “Shakespeare’s Universal Appeal Examined,” Jonathan Bate (RI, 1360L)</li> <li>• “Top Ten Reasons Shakespeare Did Not Write Shakespeare,” Keir Cutler (RI, 1230L)</li> <li>• “The Lure of Shakespeare,” Robert W. Butler (RI, 1160L)</li> <li>• <b><i>A Midsummer Night’s Dream</i></b>, directed by Michael Hoffman, 1999. Film.</li> <li>• <b><i>Shakespeare Set Free: Teaching Romeo &amp; Juliet, Macbeth &amp; A Midsummer Night’s Dream</i></b>, Peggy O’Brien, ed. (teacher resource only)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i></b>, Laura Hillenbrand (RI, NL)</li> <li>• “The President Authorizes Japanese Relocation”: Excerpt from Executive Order [and posting] No. 9066 Posting (RI, 1550L), Exec Order (RI, 1310L)</li> <li>• Excerpt from the Munson Report, “The Fifth Column,” Walter Lippmann (RI, 1310L)</li> <li>• “Miné Okubo,” Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert (RI, 1280L)</li> <li>• “Day of Infamy,” Franklin D. Roosevelt (RI, 1220L)</li> <li>• “Fourteen-Part Message,” Japanese Foreign Ministry (RI, 1170L)</li> <li>• “War in the Pacific,” Edison McIntyre (RI, 1030L)</li> <li>• “Riverside’s Miné Okubo,” Mary H. Curtis (RI, NL)</li> <li>• “The Life of Miné Okubo,” EL Education (RI, 960L)</li> <li>• “The Report on Japanese on the West Coast of the</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i></b>, Carlotta Walls LaNier and Lisa Frazier Page (RI, NL)</li> <li>• <b><i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i></b>, Shelley Tougas (RI, NL)</li> <li>• “The Editorial Position of the <i>Arkansas Gazette</i> in the Little Rock School Crisis,” University of Arkansas Libraries, as (RI, NL)</li> <li>• Jim Crow Laws,” National Park Service, as found at <a href="http://www.nps.gov/ma/lu/forteachers/jim_crow_laws.htm">http://www.nps.gov/ma/lu/forteachers/jim_crow_laws.htm</a>. (RI, 1710L)</li> <li>• 14th Amendment to the U.S. Constitution. (RI, 1650L)</li> <li>• <i>Plessy v. Ferguson</i>, Supreme Court case (RI, 1350L)</li> <li>• Dr. Martin Luther King, Jr., “Address to the first</li> </ul>	<ul style="list-style-type: none"> <li>• “Antibiotic Debate Overview,” PBS (RI, NL)</li> <li>• “The Economic Impact of the Indiana Livestock Industries,” Carlos Mayan and Kevin T. McNamara (RI, 1390L)</li> <li>• “Genetically Engineered Crops-What, How and Why,” Pamela Ronald (RI, 1380L)</li> <li>• “Understanding Concentrated Animal Feeding Operations and Their Impact on Communities,” Carrie Hribar and Mark Schulz (RI, 1360L)</li> <li>• “Interview with an Organic Farmer,” EL Education (RI, 1330L)</li> <li>• “Nitrogen fertilizer is bad stuff-and not just because it could blow up your town,” Tom Laskaway (RI, 1300L)</li> <li>• “Food Deserts,” Betsy Dru Tecco (RI, 1250L)</li> <li>• “The Cultivation of Agricultural Subsidies,” PBS (RI, 1080L)</li> <li>• “Lunch or Junk,” Scholastic (RI, 1030L)</li> </ul>

<sup>1</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<p>Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010 (RI, 1000L)</p> <ul style="list-style-type: none"> <li>• "Town Mouse and Country Mouse," Rachel Lehr (RI, 980L)</li> <li>• "Welcome to Sarajevo," Skipping Stones (RI, 930L)</li> <li>• "A Place of Her Own," Andrea Faiad (RI, 910L)</li> <li>• "Children of War," Arthur Brice (RI, 855L)</li> <li>• "I Escaped the Taliban," Kristin Baird (RI, 830L)</li> <li>• "Bosnia: The Children of War," Colin Woodard (RI, 820L)</li> <li>• Transcript: "Forgotten Ship: A Daring Rescue as Saigon Fell," Joseph Shapiro and Sandra Bartlett, NPR (RI, 750L)</li> <li>• "Refugee Writing on the Journey," Karim Haidari (RI, 610L)</li> </ul>			<p>United States," Curtis B. Munson (RI, 910L)</p>	<p>Montgomery Improvement Association (MIA) Mass Meeting" (Montgomery bus boycott speech), Dec. 5, 1955 (RI, 1250L)*</p> <ul style="list-style-type: none"> <li>• Dr. Martin Luther King, Jr., "I Have A Dream" speech (RI, 1130L)*</li> <li>• Alexandra Lutz, "Life in the South after the Civil War" (video), Education Portal, as found at <a href="http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson">http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson</a>.</li> <li>• Christian Bryant, "Video Overview: Plessy v. Ferguson" (video), About.com, as found at <a href="http://video.about.com/afoamhistory/Overview--Plessy-v-Ferguson.htm">http://video.about.com/afoamhistory/Overview--Plessy-v-Ferguson.htm</a>.</li> <li>• NBC News, "John Chancellor reports on the integration at Central High School," as found at <a href="http://www.nbclearn.co">http://www.nbclearn.co</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Omnivore's Dilemma, Young Readers' Edition</b>, Michael Pollan (RI, 930L)</li> <li>• "Birke Baehr: What's wrong with our food system?" (Video) <a href="http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html">http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html</a></li> <li>• "Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, &amp; Ethical Animal Treatment Vital Farms," Vital Farms (video)</li> </ul>

\* These speeches are used in Unit 2. They can be found in the anthology, *Ripples of Hope: Great American Civil Rights Speeches* (teacher copy only. Recommended not required).

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
					<a href="http://m/portal/site/learn/finishing-the-dream/1957-showdown">m/portal/site/learn/finishing-the-dream/1957-showdown</a> <ul style="list-style-type: none"> <li>• <i>Brown v. Board of Education</i> PBS documentary video clip.</li> </ul> <a href="http://www.youtube.com/watch?v=TTGHLdr-iak">http://www.youtube.com/watch?v=TTGHLdr-iak</a>	
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 6–8 <sup>2</sup> : 925–1185L					
<b>Performance Task</b>	Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a*, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry	Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b) scaffolded narrative	Character Confessional Narrative (RL.8.2, RL.8.3, W.8.3, W.8.4, W.8.9a, and W.8.11b) scaffolded narrative	Narrative Writing: Becoming Visible after Internment Presentation and Reflection (W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3) scaffolded narrative	Oral Presentation: Photograph and Song Selections (SL.8.4 and L.8.1) oral presentation	Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9 and W.8.9b) research paper

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

**Unit-Level Assessments (ELA CCSS)**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 1</b>	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a) selected response and extended response	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Analyzing an Author's Argument and Text Structure (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (RI.8.1 and RI.8.9) graphic organizer with short constructed response	On-Demand Writing: Conflicting Interpretations of the 13 <sup>th</sup> and 14 <sup>th</sup> Amendments (RI.8.1 and RI.8.9) on-demand essay	Analyzing Author's Purpose in Speech and Text (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a*) graphic organizer
<b>End of Unit 1</b>	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response and short constructed response	Text to Film Comparison (RL.8.1, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Small Group Socratic Seminar: Making Connections Between Song Lyrics and Texts (RI.8.1 and SL.8.1) discussion (using graphic organizer as speaking notes)	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9a*, W.8.9b, SL.8.2, SL.8.2a* and SL.8.3) graphic organizer and discussion
<b>Mid-Unit 2</b>	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9) graphic organizer, selected response, and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RL.8.2, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Analyzing Narrative Structure and Author's Craft (RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Research Simulation (W.8.7 and W.8.8) Selected response and short constructed response

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>End of Unit 2</b>	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, RL.8.6a*, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b) scaffolded essay	Argument Essay: Controlling Others in A Midsummer Night's Dream (RI.8.2, W.8.1, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.9a, L.8.2, L.8.2a, and L.8.2b) scaffolded essay	Informational Essay and Commentary: The Invisibility of Captives during WWII (W.8.2, W.8.9, L.8.2c, L.8.3) scaffolded essay	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3) scaffolded essay	Position Speech: Which of Michael Pollan's four food chains would best feed the United States? (SL.8.4, SL.8.5, and SL.8.6) oral presentation
<b>Mid-Unit 3</b>	Best First Draft of "Inside Out" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, and W.8.9a) extended response	Confessional Narrative Character and Scene Selection: Justification (RL.8.1 and W.8.11b) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2 and L.8.3) on-demand narrative	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5) selected response and short constructed response	Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? (W.8.1, W.8.1a, W.8.1b, and W.8.1e) scaffolded essay
<b>End of Unit 3</b>	Best First Draft of "Back-Again" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Readers Theater Commentary (RL.8.2, RL.8.3, and W.8.11) extended response	Commentary on Confessional (RL.8.2, RL.8.3, W.8.11, and W.8.11b) extended response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5, L.8.5b, L.8.5c) selected response and short constructed response	On-Demand Writing: Photograph and Song Choices for a Film (W.8.1 and W.8.2) on-demand essay +	Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States? (RI.8.1, W.8.1c, W.8.1d and W.8.9) scaffolded essay and written reflection

\*This standard is specific to New York State. Based on your state context, feel free to address or omit as a part of this lesson.

+ The end of unit 3 task for 8M3B combines both W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the performance task is (W.3) narrative writing. For teachers wishing to incorporate narrative writing with Module 8M3B, see the Unit 3 overview for suggested options.

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### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

**Reading Standards for Literature**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓	✓			
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓			
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓	✓			
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		✓	✓			
A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. <sup>5</sup>	✓					
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		✓	✓			
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓	✓			

<sup>5</sup> This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					
RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. <sup>6</sup>	Integrated throughout.					
A. Self-select text to develop personal preferences. <sup>7</sup>					✓	
B. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.					✓	

<sup>6</sup> This is a standard specific to New York State. RL.8.11 is also specifically assessed in Modules 1 and 3a.

<sup>7</sup> In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on [commoncoresuccess.ededucation.org](http://commoncoresuccess.ededucation.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



**Reading Standards for Informational Text**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓			✓	✓	✓
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓			
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓					
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓					
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓	✓			
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓	✓			✓
RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				✓	✓	
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						✓
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				✓	✓	
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					

**Writing Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓			✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			✓	✓	
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			✓	✓	
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			✓	✓	
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				✓	✓	
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
E. Establish and maintain a formal style.	✓			✓	✓	
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			✓	✓	
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓	✓	✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓	✓	✓	✓		
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓	✓	✓	✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		✓	✓	✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	✓	✓	✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓	✓	✓		
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓			
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. <sup>8</sup>	✓					
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Integrated throughout.					

<sup>8</sup> This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Integrated throughout.					
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓					✓
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓
A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	✓	✓	✓			
B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	✓			✓	✓	✓
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Integrated throughout.					
W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. <sup>9</sup>		✓	✓			
A. Make well-supported personal, cultural, textual, and thematic connections across genres.				✓	✓	

<sup>9</sup> This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Create poetry, stories, plays, and other literary forms (e.g. videos, artwork).	✓	✓	✓			

**Speaking and Listening Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓	✓	
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓	✓	
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓	✓	
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓	✓	
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓	✓	
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. <sup>10</sup>				✓	✓	
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <sup>11</sup>						✓
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.						✓

<sup>10</sup> This is a standard specific to New York State.

<sup>11</sup> This is a standard specific to New York State.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.					✓	✓
SL.8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.						✓

**Language Standards**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓	✓	
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				✓	✓	
B. Form and use verbs in the active and passive voice.				✓	✓	
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				✓	✓	
D. Recognize and correct inappropriate shifts in verb voice and mood.				✓	✓	
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓	✓		
A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		✓	✓			
B. Use an ellipsis to indicate an omission.		✓	✓			
C. Spell correctly.				✓	✓	
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.				✓	✓	
A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				✓	✓	



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓					
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).						✓
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓		
A. Interpret figures of speech (e.g., verbal irony, puns) in context.		✓	✓			
B. Use the relationship between particular words to better understand each of the words.				✓	✓	
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).				✓	✓	
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓					