

# 3rd Grade - Curriculum Overview

Students explore the topic of conflict—conflict at home and school, conflict in the community and world—and understand themes of the Civil Rights Movement.

Unit 3.1		<p><b>Read-Aloud Anchor Text</b> Fantasy, <i>Poppy</i></p> <p><b>Key Question:</b> <i>What are the qualities of a hero?</i></p>	<p><b>Informational Non-Fiction:</b> Article about porcupines, map of Dimwood Forest.</p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Persuasive Letter</p>	<p><b>Special Features</b> Character Feelings Irony Supporting One's Opinion</p>
Unit 3.2		<p><b>Read-Aloud Anchor Text</b> Realistic Fiction, <i>The War With Grandpa</i></p> <p><b>Key Questions:</b> <i>How should conflicts be solved?</i></p>	<p><b>Informational Non-Fiction:</b> Directions for the game called RISK, and a timeline of wars throughout Grandpa's life.</p> <p><b>Realistic Fiction</b> <b>Book Club Texts:</b> <i>Marvin Redpost: Why Pick On Me?</i> <i>Jake Drake, Bully Buster</i> <i>Ramona and Beezus</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast</p> <p><b>Literary Story</b></p>	<p><b>Special Features</b> Compare &amp; Contrast Character Beliefs</p>
Unit 3.3		<p><b>Read-Aloud Anchor Text</b> Non-Fiction Biography, <i>Martin Luther King, Jr.</i></p> <p><b>Key Questions:</b> <i>Why is Martin Luther King Jr. an important person to know about?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos and timelines about the Martin Luther King Jr., Gandhi, and the Civil Rights Movement.</p> <p><b>Non-Fiction Biography/Autobiography</b> <b>Book Club Text:</b> <i>I Am Rosa Parks</i> <i>Rosa Parks</i> <i>Rosa Parks (A True Book)</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Opinions Opinion Essay</p>	<p><b>Special Features</b> Primary Documents Text Features Family Tree Compare &amp; Contrast Supporting One's Opinion Connecting Past to Present</p>
Unit 3.4		<p><b>Read-Aloud Anchor Text</b> Historical Fiction, <i>Glory Be</i></p> <p><b>Key Questions:</b> <i>How should conflicts within a community be solved?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos, timelines, and primary documents about the Civil Rights Movement and the Freedom Riders.</p> <p><b>Historical Fiction</b> <b>Book Club Texts:</b> <i>Julian's Glorious Summer</i> <i>Abby Takes a Stand</i> <i>Freedom Train</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Opinions Persuasive Essay</p>	<p><b>Special Features</b> Primary Documents Character Beliefs Connecting Past to Present</p>
Unit 3.5		<p><b>Read-Aloud Anchor Text</b> Legend, <i>Maniac Magee</i></p> <p><b>Key Questions:</b> <i>What does it mean to be a Good Samaritan?</i></p>	<p><b>Nonfiction:</b> The story of the Good Samaritan.</p> <p><b>Realistic Fiction</b> <b>Book Club Texts:</b> <i>Fudge-A-Mania</i> <i>The Way to Stay in Destiny</i> <i>Swindle</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast <b>Opinion/Persuasive</b> Persuasive Letter (Research)</p>	<p><b>Special Features</b> Compare &amp; Contrast Humor Exaggeration Connecting Past to Present Research</p>

## Strategies taught explicitly across the 3rd grade curriculum:

### Literary Strategies:

- Narrative text structure & features
- Character analysis
- Author's craft
- Theme/author's message

### Non-Fiction Strategies:

- Non-fiction text structure & features
- Main Idea and details
- Author's purpose
- Research and evaluation of sources

### Instructional Strategies:

- Discussion and collaboration
- Note taking and graphic organizers
- Drawing on prior knowledge
- Writing in response to reading
- Scaffolding complex text
- Differentiating instruction for diverse learners



# 4th Grade - Curriculum Overview

Students explore the topic of a personal journey & westward expansion as they read rich, quality literature.

Unit 4.1		<p><b>Read-Aloud Anchor Text</b> Realistic Fiction, <i>Shiloh</i></p> <p><b>Key Question:</b> <i>What is the difference between right and wrong?</i></p>	<p><b>Informational Non-Fiction:</b> Articles about animal abuse, how to report animal abuse, and animal abuse law.</p> <p><b>Realistic Fiction</b> <b>Book Club Texts:</b> <i>Shoeshine Girl</i> <i>Because of Winn-Dixie</i> <i>How to Steal a Dog</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Evaluations Opinion Persuasive Essay</p>	<p><b>Special Features</b> Character Belief Author's Perspective Cause &amp; Effect Supporting One's Opinion</p>
Unit 4.2		<p><b>Read-Aloud Anchor Text</b> Epic Fantasy, <i>The Castle in the Attic</i></p> <p><b>Key Questions:</b> <i>What does it mean to follow the Code of Chivalry?</i></p>	<p><b>Informational Non-Fiction:</b> Articles about knights and the legend of King Arthur.</p> <p><b>Epic Fantasy</b> <b>Book Club Texts:</b> <i>The Weeping Werewolf</i> <i>The Dragonslayers</i> <i>Into the Land of the Unicorns</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast Literary Essay <b>Opinion/Persuasive</b> Evaluation Opinion</p>	<p><b>Special Features</b> Complex Plot Foreshadowing Compare &amp; Contrast Cause &amp; Effect Supporting One's Opinion</p>
Unit 4.3		<p><b>Read-Aloud Anchor Text</b> Non-Fiction Biography, <i>Streams to the River, River to the Sea</i></p> <p><b>Key Questions:</b> <i>Why might Sacagawea have chosen to continue on the journey? Is Scott O'Dell's book historically accurate?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos and timelines about the Louisiana Purchase, The Corps of Discovery, and Native Americans.</p> <p><b>Information Non-Fiction</b> <b>Book Club Text:</b> <i>Going Along with Lewis &amp; Clark</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast <b>Opinion/Persuasive</b> Evaluation Opinions Opinion Essay</p>	<p><b>Special Features</b> Primary Documents Symbolism Poetry Cause &amp; Effect Compare &amp; Contrast Supporting One's Opinion Connecting Past to Present</p>
Unit 4.4		<p><b>Read-Aloud Anchor Text</b> Historical Non-fiction, <i>Children of the Gold Rush</i></p> <p><b>Key Questions:</b> <i>What does it take to be a pioneer? What is the pioneering spirit?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos, timelines, and primary documents about the Klondike Gold Rush.</p> <p><b>Historical Fiction</b> <b>Book Club Texts:</b> <i>The Year of Miss Agnes</i> <i>Riding Freedom</i> <i>The Sign of the Beaver</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast Literary Essay <b>Opinion/Persuasive</b> Evaluation</p>	<p><b>Special Features</b> Primary Documents Text Features Symbolism Cause &amp; Effect Compare &amp; Contrast Connecting Past to Present</p>
Unit 4.5		<p><b>Read-Aloud Anchor Text</b> Historical Fiction, <i>Aurore of the Yukon</i></p> <p><b>Key Questions:</b> <i>How do advancements in transportation give people new opportunities?</i></p>	<p><b>Informational Nonfiction:</b> Articles, maps, videos, and primary documents about the Klondike Gold Rush, and trains—past, present, and future.</p> <p><b>Non-Fiction</b> <b>Book Club Text:</b> <i>The Kids' Book of Canada's Railway</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Evaluation Formal Essay (Research)</p>	<p><b>Special Features</b> Primary Documents Research Connecting Past to Present, Present to Future</p>

## Strategies taught explicitly across the 4th grade curriculum:

### Literary Strategies:

- Narrative text structure & features
- Character analysis
- Author's craft
- Theme/author's message

### Non-Fiction Strategies:

- Non-fiction text structure & features
- Main Idea and details
- Author's purpose
- Research and evaluation of sources

### Instructional Strategies:

- Discussion and collaboration
- Note taking and graphic organizers
- Drawing on prior knowledge
- Writing in response to reading
- Scaffolding complex text
- Differentiating instruction for diverse learners



# 5th Grade - Curriculum Overview

Students explore the topic of survival & human rights as they read rich, quality literature.

Unit 5.1		<p><b>Read-Aloud Anchor Text</b> Realistic Fiction, <i>Earthquake Terror</i></p> <p><b>Key Question:</b> <i>Is Peg Kehret's novel believable based on articles about earthquakes?</i></p>	<p><b>Informational Non-Fiction:</b> Articles about earthquakes, flash flooding, and the 1986 Earthquake in Loma Pieta.</p> <p><b>Realistic Fiction</b> <b>Book Club Texts:</b> <i>I Survived Hurricane Katrina</i> <i>Kensuke's Kingdom</i> <i>Hatchet</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Evaluations Opinion Book Review</p>	<p><b>Special Features</b> Parallel Plot Structure Personification Cause &amp; Effect Supporting One's Opinion</p>
Unit 5.2		<p><b>Read-Aloud Anchor Text</b> Realistic Fiction, <i>Holes</i></p> <p><b>Key Questions:</b> <i>What does Louis Sachar believe about destiny? Do you think his characters are based on real-life people?</i></p>	<p><b>Informational Non-Fiction:</b> Articles about juvenile boot camps and Belle Starr.</p> <p><b>Realistic Fiction</b> <b>Book Club Texts:</b> <i>There's a Boy in the Girls' Bathroom</i> <i>The Janitor's Boy</i> <i>The Great Gilly Hopkins</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast <b>Opinion/Persuasive</b> Evaluation Opinion Letter to the Author</p>	<p><b>Special Features</b> Complex Plot Dark Humor Compare &amp; Contrast Supporting One's Opinion</p>
Unit 5.3		<p><b>Read-Aloud Anchor Text</b> Historical Fiction, <i>Chains</i></p> <p><b>Key Questions:</b> <i>Do you think it is a paradox to fight for freedom while upholding slavery? Is Laurie Halse Anderson's book historically accurate?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos and timelines about colonial America, the Revolutionary War, slavery, and the River Jordan.</p> <p><b>Information Non-Fiction</b> <b>Book Club Text:</b> <i>American Revolution</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast <b>Opinion/Persuasive</b> Evaluation Opinions Literary Essay</p>	<p><b>Special Features</b> Primary Documents Metaphor Cause &amp; Effect, Compare &amp; Contrast Supporting One's Opinion, Connecting Past to Present</p>
Unit 5.4		<p><b>Read-Aloud Anchor Text</b> Non-Fiction Biography, <i>Kids at Work</i></p> <p><b>Key Questions:</b> <i>What rights should children have? How did Lewis Hines' photographs send a powerful message?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos and timelines about the Industrial Revolution, child labor in American, past and present.</p> <p><b>Historical Fiction</b> <b>Book Club Texts:</b> <i>Iqbal</i> <i>Counting on Grace</i> <i>Lyddie</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Cause &amp; Effect <b>Opinion/Persuasive</b> Evaluation Opinions Persuasive Letter</p>	<p><b>Special Features</b> Primary Documents Symbolism Cause &amp; Effect, Compare &amp; Contrast Supporting One's Opinion, Connecting Past to Present</p>
Unit 5.5		<p><b>Read-Aloud Anchor Text</b> Science Fiction, <i>The City of Ember</i></p> <p><b>Key Questions:</b> <i>What inspired Jeanne DuPrau's story? Is Jeanne DuPrau's story believable?</i></p>	<p><b>Informational Nonfiction:</b> Articles, videos, and primary documents about the Cold War, the Manhattan Project, Albert Einstein and his manifesto.</p> <p><b>Science Fiction</b> <b>Book Club Texts:</b> <i>Among the Hidden</i> <i>First Light</i> <i>Code Orange</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Compare &amp; Contrast <b>Opinion/Persuasive</b> Evaluation Opinions Formal Essay (Research)</p>	<p><b>Special Features</b> Primary Documents Analogy Cause &amp; Effect Research Supporting One's Opinion, Connecting Past to Present, Present to Future</p>

Strategies taught explicitly across the 5th grade curriculum:

## Literary Strategies:

- Narrative text structure & features
- Character analysis
- Author's craft
- Theme/author's message

## Non-Fiction Strategies:

- Non-fiction text structure & features
- Main Idea and details
- Author's purpose
- Research and evaluation of sources

## Instructional Strategies:

- Discussion and collaboration
- Note taking and graphic organizers
- Drawing on prior knowledge
- Writing in response to reading
- Scaffolding complex text
- Differentiating instruction for diverse learners



# 6th Grade - Curriculum Overview

Students explore the topic of the American Dream. They study the push and pull factors that caused populations of people to move during the Great Depression and World War II.

<p>Unit 6.1</p>		<p><b>Read-Aloud Anchor Text</b> Mystery, <i>The Westing Game</i></p> <p><b>Key Question:</b> <i>What is the American Dream? Do you think Ellen Raskin based her character, Samuel Westing, on the real-life Andrew Carnegie?</i></p>	<p><b>Informational Non-Fiction:</b> Article about Ellen Raskin, the American Dream, the Salem Witch Trials, Andrew Carnegie, and Napoleon Hill.</p> <p><b>Mystery</b> <b>Book Club Texts:</b> <i>When You Reach Me</i> <i>The London Eye Mystery</i> <i>The Hound of the Baskervilles</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Cause &amp; Effect <b>Opinion/Persuasive</b> Persuasive Letter</p>	<p><b>Special Features</b> Complex Plot American Symbolism Cause &amp; Effect Research: Andrew Carnegie</p>
<p>Unit 6.2</p>		<p><b>Read-Aloud Anchor Text</b> Historical Non-Fiction, <i>Children of the Dust Bowl</i></p> <p><b>Key Questions:</b> <i>What caused people to migrate during the Great Depression? How do people overcome hardship?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, videos, maps, primary documents and timelines about the Black Friday, the Great Depression, the migration of people, Dorothea Lange, and Franklin D. Roosevelt.</p> <p><b>Historical Fiction</b> <b>Book Club Texts:</b> <i>A Letter to Mrs. Roosevelt</i> <i>Sylvia &amp; Aki</i> <i>Out of the Dust</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries Cause &amp; Effect <b>Opinion/Persuasive</b> Opinions Opinion Essay</p>	<p><b>Special Features</b> Iconic Symbolism Documentary Primary Documents Research &amp; Note-Taking Connecting Past to Present</p>
<p>Unit 6.3</p>		<p><b>Read-Aloud Anchor Text</b> Historical Fiction, <i>Esperanza Rising</i></p> <p><b>Key Questions:</b> <i>What causes people to migrate? How do people overcome hardship?</i></p>	<p><b>Informational Non-Fiction:</b> Articles, maps, videos and timelines about the Mexican Revolution, the Mexican culture, migrant farms, the repatriation act, and immigrant rights.</p> <p><b>Non-Fiction Autobiography</b> <b>Book Club Text:</b> <i>Four Perfect Pebbles</i></p>	<p><b>Expository Writing</b> Retell Summaries Turning Point Summaries Synthesis Summaries <b>Opinion/Persuasive</b> Opinion Essay</p>	<p><b>Special Features</b> Mythology Author's Style Situational Irony Motif Supporting One's Opinion Connecting Past to Present</p>

## Strategies taught explicitly across the 6th grade curriculum:

### Literary Strategies:

- Narrative text structure & features
- Character analysis
- Author's craft
- Theme/author's message

### Non-Fiction Strategies:

- Non-fiction text structure & features
- Main Idea and details
- Author's purpose
- Research and evaluation of sources

### Instructional Strategies:

- Discussion and collaboration
- Note taking and graphic organizers
- Drawing on prior knowledge
- Writing in response to reading
- Scaffolding complex text
- Differentiating instruction for diverse learners