

Dates	Grade K Reading Units	Grade K Writing Units
<p>Sept/Oct (30 Days)</p>	<p><u>Foundational Skills: Launch</u> <u>We Are Readers</u></p> <ul style="list-style-type: none"> <li>● Readers select and handle books</li> <li>● Readers follow Reading Workshop routines</li> <li>● Readers read books in different ways</li> <li>● Readers read and share books with a partner</li> <li>● Readers reread for different purposes</li> </ul> <p>Grade K Reading Unit 1 Assessment Grade K Reading Unit 1 Week-by-Week Plans</p>	<p><u>Foundational Skills: Launch</u> <u>Launching the Writing Workshop</u></p> <ul style="list-style-type: none"> <li>● Writers follow Writing Workshop routines and use writing materials independently</li> <li>● Writers think, say, sketch, and write many pieces about topics they know well</li> <li>● Writers turn their writing pieces into teaching books by saying and adding more</li> <li>● Writers add labels to their sketches</li> </ul>
<p>Nov/Dec (31 Days)</p>	<p><u>Foundational Skills: Emergent Story Books</u> <u>Readers Read, Think, and Talk about Emergent Story Books and Familiar Texts</u></p> <ul style="list-style-type: none"> <li>● Readers read books they know well the best they can independently and with a partner</li> <li>● Readers look closely at story elements</li> <li>● Readers apply concept of print and reading strategies to get through the tricky parts and build stamina</li> <li>● Readers move through the stages of emergent story reading and use story language</li> <li>● Readers grow ideas about books and notice connections between texts</li> <li>● Readers dramatize books</li> </ul> <p>Grade K Reading Unit 2 Assessment Grade K Reading Unit 2 Week-by-Week Plans</p>	<p><u>Narrative: Personal Narrative</u> <u>Launching the Writing Workshop (Bend 3)</u> <u>Writing for Readers</u></p> <ul style="list-style-type: none"> <li>● Writers generate ideas from their lives to write true stories in sequence</li> <li>● Writers plan and write story details by telling and sketching and writing across the pages of their books</li> <li>● Writers reread and revise their stories to make them easier to read</li> <li>● Writers use tools to make their writing more powerful</li> <li>● Writers work with partners to revise their stories</li> </ul>
<p>Jan/Feb (30 Days)</p>	<p><u>Foundational Skills: Shared Reading/Print Strategies and Sight Words</u> <u>Super Powers: Reading with Print Strategies and Sight Word Power</u></p> <ul style="list-style-type: none"> <li>● Readers use reading strategies to get ready to read and figure out words and sentences inside familiar texts</li> <li>● Readers combine reading strategies and</li> </ul>	<p><u>Information: How-To Books</u> <u>How-To Books: Writing to Teach Others</u></p> <ul style="list-style-type: none"> <li>● Writers think of topics they can teach and touch and tell the steps across a book</li> <li>● Writers say, sketch, and write one step on each page of their how-to books</li> <li>● Writers reread and revise their how-to books to make sure their writing makes sense</li> </ul>

	<p>cross-check their reading to make sure it makes sense and sounds right</p> <ul style="list-style-type: none"> <li>• Readers apply their reading strategies and use word study tools to read both familiar and unfamiliar texts</li> <li>• Readers reread and practice their reading strategies with a partner</li> </ul> <p>Grade K Reading Unit 3 Assessment Grade K Grade K Reading Unit 3 Week-by-Week Plans</p>	<ul style="list-style-type: none"> <li>• Writers study mentor authors and try out their techniques in their own writing</li> <li>• Writers compose a collection of how-to books on one topic to teach readers even more</li> </ul>
<p>Feb/March (30 Days)</p>	<p><u>Foundational Skills: Just-Right Books</u> <i>Becoming a Class of Reading Teachers</i> <i>Bigger Books, Bigger Reading Muscles</i> <i>Becoming Avid Readers (Bend 1)</i></p> <ul style="list-style-type: none"> <li>• Readers get their minds ready to read by taking picture walks and making predictions</li> <li>• Readers practice their reading habits and strategies in their books</li> <li>• Readers notice and study patterns in their books</li> <li>• Readers coach and support their reading partners</li> <li>• Readers reread for different purposes</li> <li>• Readers share their books and their thinking with others</li> </ul> <p>Grade K Reading Unit 4 Assessment Grade K Reading Unit 4 Week-by-Week Plans</p>	<p><u>Opinion: Writing to Make a Change</u> <u>Persuasive Writing of All Kinds: Using Words to Make a Change</u></p> <ul style="list-style-type: none"> <li>• Writers notice problems around them and think of ways to solve them to make things better</li> <li>• Writers use words and pictures in a variety of ways to express what they want and convince an audience</li> <li>• Writers use strategies to make their writing pieces really convincing</li> <li>• Writers reread and revise their writing to make it better</li> <li>• Writers use spelling strategies to give them word power</li> </ul>
<p>March/April (30 Days)</p>	<p><u>Informational Texts: Reading for Information</u> <u>Learning about Ourselves and Our World: Reading for Information</u> <i>Growing Expertise in Little Books: Nonfiction Reading</i> <i>Becoming Avid Readers (Bend 2)</i></p> <ul style="list-style-type: none"> <li>• Readers get their minds ready to read informational texts</li> <li>• Readers practice reading strategies within informational texts</li> <li>• Readers use strategies to acquire new information about a topic and share what they have learned with a partner</li> </ul>	<p><u>Information: All-About Books</u> <u>All-About Books</u></p> <ul style="list-style-type: none"> <li>• Writers generate topics for teaching books based on their personal expertise and rehearse by teaching a partner</li> <li>• Writers think, say, sketch and write the information they are going to teach on each page</li> <li>• Writers elaborate by adding more to the words and pictures on each page</li> <li>• Writers add text features to serve as tools for teaching readers</li> <li>• Writers select their best book to revise and prepare</li> </ul>

	<ul style="list-style-type: none"> <li>• Readers study the visuals and words in informational texts</li> <li>• Readers compare and contrast books on a topic</li> </ul> <p>Grade K Reading Unit 5 Assessment Grade K Reading Unit 5 Week-by-Week Plans</p>	<p>to publish and present to others</p>
<p>May/June (30 Days)</p>	<p><u>Literature: Getting to Know Characters by Performing Readers Get to Know Characters by Performing Their Books</u></p> <ul style="list-style-type: none"> <li>• Readers use strategies to get to know a character well</li> <li>• Readers work with a partner to retell and share what they notice about the characters in their books</li> <li>• Readers work with a partner to act out their books and make inferences about the characters</li> <li>• Readers work with reading clubs to interpret and perform their books</li> </ul> <p><u>Poetry</u> <i>Becoming Avid Readers (Bend 3)</i></p> <ul style="list-style-type: none"> <li>• Readers read and perform poetry with meaning, rhythm and feeling</li> </ul> <p>Grade K Reading Unit 6 Assessment Grade K Reading Unit 6 Week-by-Week Plans</p>	<p><u>Writing Songs and Poetry</u> <u>Music in Our Hearts: Writing Songs and Poetry</u></p> <ul style="list-style-type: none"> <li>• Writers explore many types of songs and poetry</li> <li>• Writers pay close attention to the rhythm and voice in songs and use familiar tunes to jump-start their own writing</li> <li>• Writers select topics that are close to their heart and practice ways to convey their thoughts and feelings through songs and poems</li> <li>• Writers revise to say more about topics that are important to them</li> <li>• Writers make their best work even better by saying as much as they can with careful attention to detail</li> </ul>
	<p><u>Grade K Read Aloud Scope and Sequence</u> Grade K Shared Reading Scope and Sequence TC Units of Study Reading Resources</p>	<p><u>TC Units of Study Writing Resources</u> <u>On-Demand Writing Assessments</u></p>

Dates	Grade 1 Reading Units	Grade 1 Writing Units
<p>Sept/Oct (30 Days)</p>	<p><u>Foundational Skills: Launch</u> <u>Building Good Reading Habits</u></p> <ul style="list-style-type: none"> <li>• Readers engage in good reading habits and follow Reading Workshop routines</li> <li>• Readers select books they enjoy and can read with fluency, accuracy, and comprehension</li> <li>• Readers apply word-solving skills in their independent reading books</li> <li>• Readers reread and use strategies for building fluency</li> <li>• Readers read and talk about books with a partner</li> </ul> <p>Grade 1 Reading Unit 1 Week-by-Week Plans</p>	<p><u>Narrative: Personal Narrative</u> <i>Small Moments: Writing with Focus, Detail, and Dialogue</i></p> <ul style="list-style-type: none"> <li>• Writers think of small moment stories and rehearse for writing by saying, touching and telling across the pages, sketching what is important on each page, and writing the words</li> <li>• Writers use strategies for spelling the words the best they can</li> <li>• Writers work with a partner to storytell and help each other add more to their stories</li> <li>• Writers use strategies to revise their stories by bringing them to life</li> <li>• Writers select a small moment piece and prepare it for publication</li> </ul>
<p>Nov/Dec (31 Days)</p>	<p><u>Foundational Skills: Phonics, Comprehension, Fluency</u> <i>Word Detectives: Strategies for Using High-Frequency Words and for Decoding</i> <i>Word Detectives Use All They Know to Solve Words</i> <i>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Bends 3 and 4)</i></p> <ul style="list-style-type: none"> <li>• Readers monitor their reading and use meaning, syntax, and visual information to solve words</li> <li>• Readers increase the number of words they know in a 'snap' and use those words to help them solve unknown words</li> <li>• Readers look closely at word parts to help figure out unknown words</li> <li>• Readers check for understanding by pausing to retell, ask questions, reread and predict</li> <li>• Readers envision by making movies in their minds of the characters, setting, and action</li> <li>• Readers use strategies to build vocabulary</li> </ul> <p>Grade 1 Reading Unit 2 Assessment Grade 1 Reading Unit 2 Week-by-Week Plans</p>	<p><u>Narrative: Personal Narrative/Craft</u> <u>Authors as Mentors: Craftsmanship and Revision</u></p> <ul style="list-style-type: none"> <li>• Writers look closely at a published author's writing process to help them as they collect ideas, plan and write their small moment stories</li> <li>• Writers notice and name craft moves by a mentor author and try these moves in their own writing</li> <li>• Writers work with a partner to study their own mentor author and apply craft moves in their own writing</li> <li>• Writers select a small moment piece and prepare it for publication</li> </ul>

<p>Jan/Feb (30 Days)</p>	<p><u>Informational Texts: Reading and Responding</u> <u>Learning about the World: Reading Nonfiction</u></p> <ul style="list-style-type: none"> <li>● Readers use strategies for reading and responding to informational texts</li> <li>● Readers read and share their learning with a partner</li> <li>● Readers use word-solving and vocabulary strategies to learn new important words related to a topic</li> <li>● Readers look closely at the visuals and words to learn more about a topic</li> <li>● Readers practice strategies for reading informational texts aloud like an expert</li> </ul> <p>Grade 1 Reading Unit 3 Assessment Grade 1 Reading Unit 3 Week-by-Week Plans</p>	<p>Information: Nonfiction Chapter Books</p> <ul style="list-style-type: none"> <li>● Writers generate how-to topic ideas and say, sketch and write about each step across the pages of their books.</li> <li>● Writers generate all-about topic ideas and say, sketch and write about each subtopic across the pages of their books.</li> <li>● Writers use strategies to elaborate on their topics and teach their readers.</li> <li>● Writers turn their teaching books into nonfiction chapter books by using organizational structures and details that teach their readers even more.</li> <li>● Writers select and prepare a nonfiction chapter book for publication.</li> </ul>
<p>Feb/March (30 Days)</p>	<p><u>Literature: Getting to Know Characters and Learning Lessons</u> <i>Readers Get to Know the Characters in Their Books</i> <i>Meeting Characters and Learning Lessons: A Study of Story Elements</i></p> <ul style="list-style-type: none"> <li>● Readers use strategies to comprehend and follow a story</li> <li>● Readers pay attention to details to learn all they can about characters</li> <li>● Readers match their voice to sound like the characters in their books</li> <li>● Readers interpret lessons in their books</li> <li>● Readers develop and share opinions about their books with a partner</li> </ul> <p>Grade 1 Reading Unit 4 Assessment Grade 1 Reading Unit 4 Week-by-Week Plans</p>	<p>Opinion: Reviews</p> <ul style="list-style-type: none"> <li>● Writers review items in a category, make choices about which item is best, and use strategies to write about their opinions in convincing ways.</li> <li>● Writers write convincing reviews about places and things they know and love by stating their opinion followed by reasons and explanations for their reasons.</li> <li>● Writers combine what they know about writing convincing reviews with what they know about how to grow ideas as a reader to write book reviews.</li> <li>● Writers write catchy introductions and conclusions.</li> <li>● Writers make sure their writing is easy to read and the best it can be.</li> </ul>
<p>March/April (30 Days)</p>	<p><u>Literature: Character Clubs/Dramatization and Comprehension</u></p>	<p><u>Narrative: Realistic Fiction</u> <u>From Scenes to Stories: Writing Fiction</u></p>

	<p><u><i>Dramatizing Characters and Deepening Comprehension in Reading Clubs</i></u></p> <ul style="list-style-type: none"> <li>• Readers become the characters in their books by acting out the parts as they read</li> <li>• Readers notice character change across a story</li> <li>• Readers identify and look closely at the important moments in a story</li> <li>• Readers envision and dramatize books in reading clubs</li> <li>• Readers use patterns to make predictions and grow theories about characters</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use their pretending skills to invent characters and apply what they know about narrative writing to plan and write small moment adventures</li> <li>• Writers compose story endings that get their characters out of trouble</li> <li>• Writers turn their realistic fiction stories into series by writing more than one story about a favorite character</li> <li>• Writers put special details into Book One of a series so that readers are set up for the books that follow</li> <li>• Writers study favorite mentor authors and apply what they notice in their own writing</li> <li>• Writers prepare their series for publication</li> </ul>
<p>May/June (30 Days)</p>	<p><u><i>Informational Texts: Content Area Clubs</i></u> <i>Readers Can Read about Science Topics to Become Experts</i></p> <ul style="list-style-type: none"> <li>• Readers apply comprehension strategies to read to learn about a topic</li> <li>• Readers work with reading clubs to study a topic</li> <li>• Readers compare and contrast different texts on the same topic</li> <li>• Readers ask questions and work to find the answers to learn more about a topic</li> </ul> <p>Grade 1 Reading Unit 5 Assessment</p>	<p><u><i>Information: Content Area Books</i></u> <u><i>Science Information Books</i></u></p> <ul style="list-style-type: none"> <li>• Writers study a whole-class science topic and write, sketch, and jot questions to record and grow their thinking</li> <li>• Writers conduct experiments and then record their observations, ideas, and predictions about what might happen and why it is happening</li> <li>• Writers collaborate with partners and use new strategies to record information, write detailed how-to texts, and explore questions</li> <li>• Writers prepare a science information book for publication</li> </ul>
	<p><u><i>Grade 1 Read Aloud Scope and Sequence</i></u> <i>Grade 1 Shared Reading Scope and Sequence</i> <i>TC Units of Study Reading Resources</i></p>	<p><u><i>TC Units of Study Writing Resources</i></u> <u><i>On-Demand Writing Assessments</i></u></p>

Dates	Grade 2 Reading Units	Grade 2 Writing Units
<p>Sept/Oct (30 Days)</p>	<p><u>Foundational Skills: Launch</u>  <u>Second-Grade Reading Growth Spurt</u>  <i>Taking Charge of Reading</i>  <i>Bigger Books Mean Amping Up Reading Power (Bend 1)</i></p> <ul style="list-style-type: none"> <li>• Readers independently engage in the habits and routines of Reading Workshop</li> <li>• Readers use strategies to build fluency, stamina, and comprehension</li> <li>• Readers retell and share their thinking about their books with a partner</li> <li>• Readers use phonics and meaning to figure out tricky words</li> <li>• Readers pay close attention to author's craft by noticing what authors do, and thinking about why and how they do it</li> </ul> <p>Grade 2 Reading Unit 1 Assessment            Grade 2 Reading Unit 1 Week-by-Week Plans</p>	<p><u>Narrative: Personal Narrative</u>  <u>Lessons from the Masters: Improving Narrative Writing</u></p> <ul style="list-style-type: none"> <li>• Writers study professional authors for ideas for generating small moment ideas</li> <li>• Writers write with great attention to detail and craft powerful beginnings and endings</li> <li>• Writers study what makes a particular mentor text so powerful and try out the author's craft moves in their own writing</li> <li>• Writers pay attention to a mentor author's language and word choice and revise their own writing to make it sound precise and beautiful</li> <li>• Writers discover craft moves in books they are reading on their own and apply these to their own writing</li> </ul>
<p>Nov/Dec (31 Days)</p>	<p><u>Literature: Character Partnerships/Character Change and Growth</u>  <u>Getting to Know Characters and Their Stories: Essential Skills and Strategies for Reading Fiction</u>  <i>Bigger Books Mean Amping Up Reading Power (Bend 2)</i></p> <ul style="list-style-type: none"> <li>• Readers think about what characters want, how they act, and why they act the way they do</li> <li>• Readers identify character traits, track character change, and consider lessons learned</li> <li>• Readers engage in evidence-based, accountable conversations about characters with a partner</li> <li>• Readers use strategies when they come across something about a character that is difficult to understand</li> <li>• Readers compare and contrast the ways characters have changed and grown across books</li> </ul>	<p><u>Opinion: Letter Writing and Book Nominations</u>  <u>Writing About Reading</u></p> <ul style="list-style-type: none"> <li>• Writers write letters about their favorite characters and explain their opinions about these characters</li> <li>• Writers angle their writing toward their audience</li> <li>• Writers make their writing stronger, longer, and more convincing by improving their retellings and adding to details and evidence that support their opinions</li> <li>• Writers study conventions in published books and incorporate them in their writing</li> <li>• Writers use an essay format to write to persuade others that their favorite books are worthy of awards</li> </ul>

	<ul style="list-style-type: none"> <li>• Readers pay attention to literary language and consider the author's intention</li> </ul> <p>Grade 2 Reading Unit 2 Assessment Grade 2 Reading Unit 2 Week-by-Week Plans</p>	
<p>Jan/Feb (30 Days)</p>	<p><u>Informational Texts: Reading to Become Experts</u> <i>Reading Information Books, Reading the World</i> <i>Becoming Experts: Reading Nonfiction</i></p> <ul style="list-style-type: none"> <li>• Readers grow knowledge about a topic by paying attention to details and putting parts of a text together</li> <li>• Readers retell information and teach their partners about a topic</li> <li>• Readers ask questions about their informational texts, and try to answer them using text features and envisioning skills</li> <li>• Readers use strategies to tackle tricky words and build vocabulary</li> <li>• Readers compare, contrast, and connect information across texts</li> </ul> <p>Grade 2 Reading Unit 3 Assessment Grade 2 Reading Unit 3 Week-by-Week Plans</p>	<p><u>Information: Expert Books</u> <u><i>Informational Books: Using Writing to Teach Others All About Our Favorite Topics</i></u> <i>The How-To Guide for Nonfiction Writing</i></p> <ul style="list-style-type: none"> <li>• Writers apply what they have learned about organization, details, and editing to write expert books</li> <li>• Writers notice the craft moves that authors use to teach their readers, and try these moves in their expert books</li> <li>• Writers angle their writing toward a specific audience</li> <li>• Writers use different text structures to teach all they know about a topic</li> <li>• Writers publish and present their expert books</li> </ul>
<p>Feb/March (30 Days)</p>	<p><u>Literature: Series Clubs</u> <i>Series Book Clubs</i> <i>Bigger Books Mean Amping Up Reading Power (Bend 3)</i></p> <ul style="list-style-type: none"> <li>• Readers study characters and their troubles by noticing patterns in a series and making predictions based on details from previous texts</li> <li>• Readers look closely at an author's craft moves across series books by considering the author's use of language and structure</li> <li>• Readers discuss complex patterns in a book club and use talk and writing to build their understanding and grow opinions about series books</li> <li>• Readers talk and write about complex patterns to grow their understanding and opinions about a series</li> </ul>	<p><u>Narrative: Realistic Fiction</u> <u><i>Writing Gripping Fictional Stories with Meaning and Significance</i></u></p> <ul style="list-style-type: none"> <li>• Writers generate realistic fiction story ideas</li> <li>• Writers rehearse and write realistic fiction stories comprised of two small moments or scenes</li> <li>• Writers elaborate by adding more and stretching out the details in their stories</li> <li>• Writers revise their stories for greater meaning and tension</li> <li>• Writers select a realistic fiction piece and prepare it for publication</li> </ul>



	<ul style="list-style-type: none"> <li>• Readers compare and contrast series by looking for similarities and difference across series</li> </ul> <p>Grade 2 Reading Unit 4 Assessment Grade 2 Reading Unit 4 Week-by-Week Plans</p>	
March/April (30 Days)	<p><u>Reading Informational Texts: Content Area Clubs</u> <u>Nonfiction Reading Clubs</u> <i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</i></p> <ul style="list-style-type: none"> <li>• Readers collaborate with a research club to practice more complex ways of thinking and talking about a topic</li> <li>• Readers confirm and revise their knowledge about a topic</li> <li>• Readers develop their own opinions about the information they are learning</li> <li>• Readers compare and contrast information about a topic within and across books</li> </ul> <p>Grade 2 Reading Unit 5 Assessment</p>	<p><u>Information: Content Area Writing</u> <u>Lab Reports and Science Books</u></p> <ul style="list-style-type: none"> <li>• Writers ask and record a question, and design and conduct multiple trials of a simple experiment</li> <li>• Writers record their hypotheses, procedures, results, and conclusions</li> <li>• Writers write to teach others about their discoveries and so their experiments can be replicated</li> <li>• Writers write an information book that teaches readers all about an expert topic and relates to the content area research they have conducted</li> </ul>
May/June (30 Days)	<p><u>Literature: Fiction, Folktales, Fairy Tales Clubs</u> <u>Reading and Role Playing: Fiction, Folktales, and Fairy Tales</u></p> <ul style="list-style-type: none"> <li>• Readers reenact stories through empathy, inference, and envisionment</li> <li>• Readers lift the level of their reenactments to bring out more emotion</li> <li>• Readers notice when an author uses literary language and special vocabulary and work to understand what the author is trying to say or show</li> <li>• Readers discover different character types by noticing patterns and making predictions</li> <li>• Readers compare and contrast the lessons that characters learn in their stories</li> </ul> <p>Grade 2 Reading Unit 6 Assessment</p>	<p><u>Poetry</u> <u>Poetry: Big Thoughts in Small Packages</u></p> <ul style="list-style-type: none"> <li>• Writers see objects through the eyes of a poet by viewing them with their hearts and minds</li> <li>• Writers write about topics that give them big feelings and use line breaks to show meaning</li> <li>• Writers experiment with language and sound to strengthen meaning</li> <li>• Writers experiment with different structures and find a structure for their poems that match what they want to say</li> <li>• Writers publish and perform their poems</li> </ul>
	<p><u>Grade 2 Read Aloud Scope and Sequence</u> Grade 2 Shared Reading Scope and Sequence TC Units of Study Reading Resources</p>	<p><u>TC Units of Study Writing Resources</u> <u>On-Demand Writing Assessments</u></p>

Montvale Reading/Writing Curricular Calendar

	Toolkit Texts	
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Dates	Grade 3 Reading Units	Grade 3 Writing Units
<p>Sept/Oct (30 Days)</p>	<p><u>Foundational Skills: Launch</u> <i>Building a Reading Life</i></p> <ul style="list-style-type: none"> <li>• Readers build strong reading lives and set personal reading goals</li> <li>• Readers use strategies to make sure they understand what is going on in their books</li> <li>• Readers work hard to figure out the meaning of tricky words, phrases, and literary language</li> <li>• Readers listen and talk in effective ways with a partner</li> <li>• Readers summarize and develop evidence-based ideas about their reading</li> </ul>	<p><u>Narrative: Personal Narrative</u> <i>Crafting True Stories</i></p> <ul style="list-style-type: none"> <li>• Writers use a writer's notebook as a tool for collecting focused narratives</li> <li>• Writers reread all of their stories, select a seed idea, and then rehearse by storytelling and trying different leads</li> <li>• Writers compose and revise flash drafts</li> <li>• Writers use paragraphing to organize and group related sentences and to elaborate by adding thoughts, actions, dialogue, and feelings</li> <li>• Writers notice a mentor author's craft moves and try these in their own writing</li> <li>• Writers prepare a personal narrative for publication</li> </ul>
<p>Nov/Dec (31 Days)</p>	<p><u>Literature: Comparing Characters and Lessons</u> <i>Character Studies</i></p> <ul style="list-style-type: none"> <li>• Readers study what characters say and do, and use their observations to make inferences about characters with text evidence</li> <li>• Readers notice patterns, develop theories, and make predictions about their characters</li> <li>• Readers use a story mountain as a tool to follow a character's journey</li> <li>• Readers look closely at how characters resolve their big problems and consider the lessons their characters and they learn in the process</li> <li>• Readers think about the author's craft and intention as they study the images the author creates through the pictures and words</li> <li>• Readers compare characters and the lessons they learn across books and use text-based arguments to develop their ideas</li> </ul> <p>Grade 3 Reading Unit 2 Assessment</p>	<p><u>Opinion: Speeches, Petitions, Editorials</u> <i>Changing the World: Persuasive Speeches, Petitions, Editorials</i></p> <ul style="list-style-type: none"> <li>• Writers come up with ideas for persuasive speeches by seeing problems and imagining solutions</li> <li>• Writers write strong, bold thesis statements and gather reasons and evidence to support their thesis</li> <li>• Writers consider their audience</li> <li>• Writers publish and present their speeches</li> <li>• Writers transfer and apply what they know about writing speeches to writing other types of opinion pieces</li> <li>• Writers work in collaborative groups to incorporate text-based evidence in opinion pieces that support a cause</li> </ul>

	Grade 3 Reading Unit 4 Week-by-Week Plans	
<p>Jan/Feb (30 Days)</p>	<p><u>Informational Texts: Main Ideas and Text Structures</u>  <u>Nonfiction Reading: Reading to Get the Text</u>  <i>Reading to Learn: Grasping Main Ideas and Text Structures</i></p> <ul style="list-style-type: none"> <li>• Readers preview informational texts and self-monitor for understanding</li> <li>• Readers use strategies to determine the main idea and supporting details</li> <li>• Readers organize their understanding of the information they glean from expository texts</li> <li>• Readers use talking and writing to elaborate on their ideas about the information they are learning</li> </ul> <p>Grade 3 Reading Unit 3 Assessment</p>	<p>Information: Topic Books with Text Structures</p> <ul style="list-style-type: none"> <li>• Writers generate topic ideas, rehearse, and revise how their topic books might go.</li> <li>• Writers narrow down their subtopics and use a table of contents as an organizational tool.</li> <li>• Writers explore text structures and choose one that matches the way they want their readers to think about the topic.</li> <li>• Writers draft and revise, applying elaboration strategies.</li> <li>• Writers prepare to publish their informational texts.</li> </ul>
<p>Feb/Machr (30 Days)</p>	<p><u>Literature: Mystery Partnerships/Clubs</u>  <u>Mystery: Foundational Skills in Disguise</u>  <i>Solving the Mystery Before the Detective: Inference, Close Reading, Synthesis, Prediction</i></p> <ul style="list-style-type: none"> <li>• Readers apply strategies to follow mysteries in their books</li> <li>• Readers collaborate with a partner to solve mysteries</li> <li>• Readers use writing to help grow thoughtful ideas about their reading</li> <li>• Readers notice patterns across mysteries and use these to grow theories about how mystery books tend to go</li> <li>• Readers apply what they know about reading mysteries to reading any kind of fiction</li> </ul> <p>Grade 3 Reading Unit 4 Assessment</p>	<p>Opinion: Literary Essay</p> <ul style="list-style-type: none"> <li>• Writers generate and collect ideas about literature by reading powerful parts closely, and explaining and elaborating on their thoughts about those parts</li> <li>• Writers choose a seed idea and write a thesis statement that they develop into an essay</li> <li>• Writers draft, revise, and edit their essays in ways that support their ideas about a text</li> <li>• Writers compose introductory and concluding paragraphs</li> <li>• Writers prepare their literacy essay for publication</li> </ul>
<p>March/April (30 Days)</p>	<p><u>Informational Texts: Content Area Clubs</u>  <u>Grade 3 Informational Reading: Reading, Research, and Writing in the Content Areas</u>  <i>Research Clubs</i></p>	<p><u>Information: Content Area Research-Based Writing</u>  <u>Grade 3 Informational Writing: Reading, Research, and Writing in the Content Areas</u></p> <ul style="list-style-type: none"> <li>• Writers write to develop expertise and grow ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Readers research a topic by collecting information, acquiring vocabulary, and formulating essential questions</li> <li>• Readers work collaboratively with inquiry clubs around specialized topics</li> <li>• Readers use text structure as an organizer to support comprehension and take notes that reflect text structure</li> <li>• Readers synthesize, compare, and contrast information across topics by asking questions and developing evidence-based theories</li> <li>• Readers develop big theories about overarching concepts and apply their thinking to a real-world problem</li> </ul>	<ul style="list-style-type: none"> <li>• Writers deepen their expertise by studying mentors and writing drafts</li> <li>• Writers revise, edit, and publish to get ready to teach others</li> </ul>
<p>May/June (30 Days)</p>	<p><u>Literature: Social Issues Clubs/Fairy Tales, Folk Tales, Fables, Myths</u> <u>Social Issues Book Clubs</u></p> <ul style="list-style-type: none"> <li>• Readers compare and contrast characteristics across genres</li> <li>• Readers compare the characters and the lessons they learn across genres</li> <li>• Readers notice and identify issues that are faced by different characters across genres</li> <li>• Readers read important scenes closely to connect the story problem with the social issue and the larger meaning that the book is about</li> <li>• Readers think about deeper issues and how social groups are determined, and use this information to create text-based arguments with a book club</li> <li>• Readers consider ways to take action around a particular issue</li> </ul> <p>Grade 3 Reading Unit 6 Assessment</p>	<p><u>Narrative: Fairy Tales</u> <u>Once Upon a Time: Adapting and Writing Fairy Tales</u></p> <ul style="list-style-type: none"> <li>• Writers plan fairy tale adaptations with consequential changes to the characters, setting, and motivation</li> <li>• Writers use drama and storytelling to rehearse, plan, and draft their fairy tale adaptations</li> <li>• Writers create scenes for their fairy tales and incorporate a narrator to connect the scenes</li> <li>• Writers create an ending that solves the character's big problems</li> <li>• Writers compose original fairy tales</li> </ul>
	<p><u>Grade 3 Read Aloud Scope and Sequence</u> Grade 3 Shared Reading Scope and Sequence TC Units of Study Reading Resources</p>	<p><u>TC Units of Study Writing Resources</u> <u>On-Demand Writing Assessments</u></p>

Montvale Reading/Writing Curricular Calendar

	Toolkit Texts	
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Dates	Grade 4 Reading Units	Grade 4 Writing Units
<p>Sept-Nov (45 Days)</p>	<p><u>Literature: Interpreting Characters</u>  <i>Building a Reading Life</i>  <i>Interpreting Characters: The Heart of the Story</i></p> <ul style="list-style-type: none"> <li>• Readers read intensely, set personal reading goals, and work to create a culture of reading</li> <li>• Readers use strategies to grow ideas about characters using text evidence</li> <li>• Readers consider the choices the author makes in creating characters in particular ways to develop theories about them</li> <li>• Readers use debate to prompt rich book conversations that reflect complexed, nuanced ideas about characters</li> <li>• Readers develop a larger interpretation of a whole book by thinking about and connecting many aspects of the text</li> <li>• Readers notice how the issues that pertain to a particular text reflect big life issues that relate to many people and stories</li> </ul> <p>Grade 4 Reading Unit 1 Assessment            Grade 4 Reading Unit 1 Week-by-Week Plans</p>	<p><u>Narrative: Realistic Fiction</u>  <u>The Arc of Story: Writing Realistic Fiction</u></p> <ul style="list-style-type: none"> <li>• Writers collect story ideas from the moments and issues in their lives in their writer's notebooks, and flesh the ideas out so they contain elements of an effective story</li> <li>• Writers develop believable characters with struggles and motivations</li> <li>• Writers use a story arc to plan how a character, plot, and even setting change over the course of a story</li> <li>• Writers draft their stories scene by scene</li> <li>• Writers revise their stories by using dialogue, setting, syntax, and literary devices</li> <li>• Writers prepare a realistic fiction piece for publication</li> </ul>
<p>Dec-Feb (45 Days)</p>	<p><u>Informational Texts: Informational and Narrative Nonfiction</u>  <i>Reading High-Interest Informational and Literary Nonfiction Closely</i>  <i>Reading the Weather, Reading the World (Bend 1)</i></p> <ul style="list-style-type: none"> <li>• Readers determine the main ideas and supporting details in expository texts</li> <li>• Readers use informational text structures to organize their thinking and support their understanding</li> <li>• Readers apply what they know about reading literature to reading literary nonfiction</li> </ul>	<p><u>Opinion: Personal and Persuasive Essays</u>  <u>Boxes and Bullets: Personal and Persuasive Essays</u></p> <ul style="list-style-type: none"> <li>• Writers generate personal essay ideas from people, places, and things that matter to them</li> <li>• Writers use freewriting and elaboration prompts to grow their ideas</li> <li>• Writers develop thesis statements and build plans for their essays</li> <li>• Writers gather evidence to support the reasons for their opinion and select the most powerful evidence to include and angle what they include</li> <li>• Writers draft their essay, using transition words and phrases to connect the sections</li> </ul>

	<ul style="list-style-type: none"> <li>• Readers apply what they know about building theories about characters in literature to build theories and interpretations about informational texts</li> </ul> <p><u>Informational Texts: Biography Clubs</u> <u>Biography Book Clubs</u></p> <ul style="list-style-type: none"> <li>• Readers use all they know about character to get to know the subject of a chosen biography</li> <li>• Readers read for information about the subject's personal story and the time, place, and world in which the subject lived</li> <li>• Readers uncover the life lessons in their biographies by thinking about how the subject impacted the world</li> </ul> <p>Grade 4 Reading Unit 2 Assessment</p>	<ul style="list-style-type: none"> <li>• Writers apply what they have learned about personal essays to write persuasive essays with text-based evidence</li> </ul>
	<p><u>Informational Texts: Content Area Clubs</u> <u>Grade 4 Informational Reading: Reading, Research, and Writing in the Content Areas</u> <i>Reading the Weather, Reading the World (Bends 2 and 3)</i> <u>Grade 4 Informational Writing: Reading, Research, and Writing in the Content Areas</u></p> <ul style="list-style-type: none"> <li>• Readers work collaboratively to gather broad knowledge about a topic by taking on different aspects of the topic to learn and teach others</li> <li>• Readers generate, explore, and revise essential questions that drive their subtopic inquiry</li> <li>• Readers analyze point of view and perspectives of texts to form their own thinking and ideas</li> </ul>	
<p>Feb-April (45 Days)</p>	<p><u>Literature and Informational Texts: Social Issues Clubs</u> <u>Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts</u></p> <ul style="list-style-type: none"> <li>• Readers identify issues in literature and informational texts that affect entire groups of people in their community and beyond</li> <li>• Readers notice connections between issues, and compare and contrast how different characters deal with problems to teach life lessons</li> <li>• Readers analyze how different authors approach similar social issues</li> </ul>	<p><u>Opinion: Literary Essay</u> <u>Literary Essay: Writing About Fiction</u></p> <ul style="list-style-type: none"> <li>• Writers read literature closely, notice the details, and ask, "Why might the author have made this decision?"</li> <li>• Writers develop evidence-based theories about aspects that are central to the story</li> <li>• Writers draft structured, compelling essays that make and support claims, and analyze, unpack, and incorporate evidence</li> <li>• Writers develop more complex interpretations by looking for underlying patterns in a text and then write to discover what a story is really about</li> </ul>



	<ul style="list-style-type: none"> <li>• Readers develop their own perspective and questions about issues and approach texts to build their thinking around these questions</li> </ul> <p>Grade 4 Reading Unit 3 Assessment</p> <ul style="list-style-type: none"> <li>• Readers approach all texts with a critical lens and take action to build awareness in others</li> </ul>	<ul style="list-style-type: none"> <li>• Writers write compare-and-contrast essays</li> </ul>
<p>April-June (45 Days)</p>	<p><u>Poetry</u>  <i>Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature</i>  <i>Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature</i></p> <ul style="list-style-type: none"> <li>• Readers examine the elements of poetry and explore how poems make meaning</li> <li>• Readers notice how the parts of a poem work together to create meaning</li> <li>• Readers transfer their work of reading poems to the reading of novels by noting how parts of the book are connected to develop important ideas about characters and life</li> <li>• Readers make connections across poems and literature by carrying the images and themes from poetry into their reading of novels</li> </ul>	<p><u>Poetry Anthologies</u>  <u>Poetry Anthologies: Writing, Thinking, and Seeing More</u></p> <ul style="list-style-type: none"> <li>• Writers create poems from different perspectives around a common topic</li> <li>• Writers use their notebook to generate ideas and collect poems</li> <li>• Writers draft and revise their poems simultaneously with a focus on structure and meaning</li> <li>• Writers prepare poetry anthologies for publication and presentation</li> </ul>
	<p><u>Grade 4 Read Aloud Scope and Sequence</u>  <u>Grade 4 Shared Reading Scope and Sequence</u>  <u>TC Units of Study Reading Resources</u>          Toolkit Texts</p>	<p><u>TC Units of Study Writing Resources</u>  <u>On-Demand Writing Assessments</u></p>