

Kindergarten Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Social Studies Topics	Writing Focus	Word Study
Q1 Unit 1	How does my classroom community of readers and writers work? How do rules benefit our community?	RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.10, RI.K.1, RI.K.3, RI.K.4, SL.K.1.a,b., SL.K.2, SL.K.3, SL.K.5, SL.K.6, LS.K.1.a. RF.K.1.a,b,c,d, RF.K.2.a,b,c,d,e, RF.K.3.a,b,c,d,e, RF.K.4 W.K.2, W.K.5, W.K.6, W.K.1.2 W.K. 1.3, W.K. 3, W. K.7 RI. K.1, RI.K.2, RFS.K.1, RL.K.1, <u>WIDA STANDARDS</u> ELD STANDARD 1,2,4 Levels 1-5 Listening Speaking Reading Writing	School and Me	LAUNCHING THE WRITING WORKSHOP - Intro. Star Name Game We Are All Writers	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q1 Unit 2	How am I unique? How do I learn about the world? What are my five senses? How are we different?	RI.K.5, RI.K.6, RI.K.8, RI.K.9, RI.K.10, RL.K.3, RFS.K.4, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2.c,d,e, L.K.5,L.K.6, SL.K.1.a,b., SL.K.2, SL.K.3, SL.K.5, SL.K.6, LS.K.1.a.	<u>All About Me</u>	Turning Pieces into Books Editing	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q2 Unit 3	What are the characteristics of living things? What is the structure of animals? How to compare/contrast different species.	W.K.2, W.K.5, W.K.6, W.K.1.2, W.K. 3, W. K.8 RI. K.1,BI.K.1.6, RI.K.1.9, RI.K.9, RI.K.2, RFS.K.1, RFS.K.2, RFK.3, RL.K.1, L.K.3, RL.K.3.a,b, RFS.K.4, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2.c,d,e, L.K.5,L.K.6 <u>WIDA STANDARDS</u> ELD STANDARD 1,2,4 Levels 1-5 Listening Speaking Reading Writing	Animals Two by Two	HOW- TO BOOKS WRITING TO TEACH OTHERS Information	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q2 Unit 4	What is non-fiction and what are the features of non-fiction texts? How do scientists observe and communicate information about animals?	W.K.2, W.K.5, W.K.6, W.K.1.2, W.K. 3, W. K.8 RI. K.1,BI.K.1.6, RI.K.1.9, RI.K.9, RI.K.2, RFS.K.1, RFS.K.2, RFK.3, RL.K.1, L.K.3,RL.K.3.a,b,RFS.K.4, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2.c,d,e, L.K.5,L.K.6	Animals Two by Two	ALL ABOUT BOOKS Information	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)

Q3 Unit 5	<p>How are stories the same and different in different parts of the world?</p> <p>What do stories tell us about other cultures?</p>	<p>RI.K.5, RI.K.6, RI.K.8, RI.K.9, RI.K.10, RL.K.3, RFS.K. 4, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2.c,d,e, L.K.5,L.K.6,SL.K.1.a,b., SL.K.2, SL.K.3, SL.K.5, SL.K.6, LS.K.1.a.</p> <p>WIDA STANDARDS</p> <p>ELD STANDARD 1,2,4</p> <p>Levels 1-5 Listening Speaking Reading Writing</p>	People Same and Different	<p><i>SMALL MOMENTS-Stories that have a beginning, a middle, and an end. Fiction</i></p>	<p>Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)</p>
Q3 Unit 6	<p>What are the different jobs in our community?</p> <p>How do people in a community help each other?</p> <p>What is a leader?</p>	<p>RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.10, RI.K.1, RI.K.3, RI.K.4, SL.K.1.a,b., SL.K.2, SL.K.3, SL.K.5, SL.K.6, LS.K.1.a. RF.K.1.a,b,c,d, RF.K.2.a,b,c,d,e, RF.K.3.a,b,c,d,e, RF.K.4 W.K.2, W.K.5, W.K.6, W.K.1.2 W.K. 1.3, W.K. 3, W. K.7 RI. K.1, RI.K.2, RFS.K.1, RL.K.1,</p>	Working Together	<p><i>ALL ABOUT BOOKS-more pages, added lines, table of contents page and revision Information</i></p>	<p>Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)</p>
Q4 Unit 7	<p>How are different fabrics used in the real world?</p> <p>What happens when different materials interact?</p> <p>Why do I make careful observations?</p>	<p>W.K.3, W.K.5, W.K.6, W.K. 1.3, W.K. 3, W. K.7 RI. K.1, RI.K.2, RFS.K.1, RFS.K.2, RFK.3, RL.K.1, RL.K.3,RFS.K.4, RFS.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.1.2.e, L.K.2.c,d, L.1.2.d,L.K.6</p> <p>WIDA STANDARDS</p> <p>ELD STANDARD 1,2,4</p> <p>Levels 1-5 Listening Speaking Reading Writing</p>	Fabrics	<p><i>HOW- TO BOOKS WRITING TO TEACH OTHERS more pages, added lines, table of contents page and revision Information</i></p>	<p>Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)</p>
Q4 Unit 8	<p>How do readers use more than one book to build knowledge about a topic?</p> <p>How can thinking and talking about the questions I have help me learn?</p> <p>How are reading and writing interconnected?</p>	<p>RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.10, RI.K.1, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.8, RI.K.9, RI.K.10, SL.K.1.a,b., SL.K.2, SL.K.3, SL.K.5, SL.K.6, LS.K.1.a, RL.K.3, RL.K.5, SL.K.4, LS.K.1.e, LS.K.2. a,b,c,d, RL.K.9, LS.K.1.b,c,d,f, LS.K.4.a,b. LS.K.4a,b, LS.K.5a,b,c,d, W.K.1, W.K.2, W.K.5, W.K.6, W.K.8, W.K.1.2, W. K.7 RI. K.1, RI.K.2, RI.K.7, RI.K.8, RI.K.10, RFS.K.1, RFS.K.2, RFK.3, RFS.K.4, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2, L.K.6</p>	Fabrics Around the World	<p><i>PERSUASIVE WRITING OF ALL KINDS USING WORDS TO MAKE A CHANGE-Opinion</i></p>	<p>Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)</p>

1st Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Social Studies Topics	Writing Focus	Word Study
Q1 Unit 1 9-10 weeks	-How do we work as a community or readers and writers? -How do readers use strategies to construct meaning? -How do writers write to communicate meaning effectively?	RL.1.1, RL.1.2, RL.1.3, RL.1.7 W.1.3, W.1.5, W.1.8 RF.1.1, RF.1.2 SL.1.1, SL.1.2, SL.1.3	Time, continuity and change Family roles in families that are culturally the same and different	Narrative	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q2 Unit 2 9-10 weeks	-How can we think, talk, and generate questions to help us to learn? -How can we use texts to learn about our world? -How are informational texts different from narrative texts? -How can we share information with others through our writing?	RI/RL.1.1, RI/RL.1.2, RI.1.5, RI.1.9, RF.1.1, RF.1.2 W.1.1, W.1.2, W.1.3 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5	Individuals, groups, and institutions Family and cultural traditions	Narrative/Informational	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q3 Unit 3 9-10 weeks	-How do readers use strategies to construct meaning? -How do different texts present information on the same topic? -How can readers use more than one text to build knowledge about a topic?	RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.8 RF.1.1, RF.1.2 W.1.1, W.1.2 SL.1.1, SL.1.2, SL.1.3	People, places, and environments Families around the world	Informational	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)
Q4 Unit 4 9-10 weeks	-How do readers use strategies to construct meaning? -How do authors express and support their opinions in a text? -How do we express and support our opinion in our writing?	RI.1.1, RI.1.4, RI.1.8 RF.1.1, RF.1.2 W.1.1, W.1.3 SL.1.1, SL.1.2, SL.1.3, SL.1.5	Time, continuity, and change Families then and now	Opinion	Words their Way Making and Writing Words Poems for Word Study Phonemic Awareness (M. Heggerty)

2nd Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Social Studies Topics	Writing Focus	Word Study
Q1 Unit 1 9-10 weeks	<ul style="list-style-type: none"> -How do readers use strategies to construct meaning? -How do we work as a community of readers and writers? -What are some common threads of narratives? -How do we interact and share with each other in our community? -How can we celebrate the diversity of our class? 	RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9, W.2.3, SL.2.1, SL.2.2, SL.2.6, RF.2.3, RF.2.4, RI.2.9 Language Standards embedded throughout year-long instruction in Literacy, Math, Science and Social Studies: L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6, W.2.3, W.2.5, W.2.8	My Communities	Narrative	<ul style="list-style-type: none"> *Words Their Way *Words Their Way Primary Spelling Inventory *Comprehension Toolkit *Flocabulary *Brainpop, Jr.
Q2 Unit 2 9-10 weeks	<ul style="list-style-type: none"> -How do readers analyze and synthesize informational text, including technical vocabulary and a variety of text features? -How are readers able to make “text to self, text to world, and text to text” connections? -How do readers clarify information? -How do differences create relationships between yourself and others? -How do people in my community continue traditions? 	RL.2.1, RF.2.3, RF.2.4, RL.2.3, RL.2.6, RL.2.7, RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RI.2.9, RI.2.10, L.2.1, L.2.2, L.2.4, SL.2.1, SL.2.3, SL.2.6, W.2.2, W.2.5, W.2.7, W.2.8,	People in My Community	*Non-fiction/Informational	<ul style="list-style-type: none"> *Words Their Way *Comprehension Toolkit *Flocabulary/Gynzy/Brainpop, Jr.
Q3 Unit 3 9-10 weeks	<ul style="list-style-type: none"> -What are some common threads of opinion writing? -How do readers learn “point of view?” -How do speakers agree to disagree? -How do we explore attributes of different communities? 	RL.2.1, RI.2.3, RL.2.3, RL.2.6, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.9, L.2.1, L.2.3, L.2.4, L.2.5, SL.2.1, SL.2.3, SL.2.4, W.2.1, W.2.2, W.2.6, 7, and 8	Communities Across Chicago	*Opinion	<ul style="list-style-type: none"> *Words Their Way *Comprehension Toolkit *Flocabulary/Gynzy/Brainpop, Jr.
Q4 Unit 4 9-10 weeks	<ul style="list-style-type: none"> -What role does poetry have in becoming a better reader? -How will reading and discussing a poem’s characteristics help to write a poem? -How will I “paint a picture” for the reader with my words? -How do we focus on diversity, commonality of people, and need for cooperation? -What is a global community? 	RL.2.1, RI.2.4, RL.2.2, RL.2.7, RL.2.4, RF.2.3, RL.2.6, RL.2.7, RL.2.10, RI.2.6, RF.2.4, RI.2.1, RI.2.4, RI.2.7, RI.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.5, L.2.3, L.2.5, W.2.2, W.2.5, W.2.6, W.2.8	Different Types of Communities (Worldwide)	*Poetry	<ul style="list-style-type: none"> *Words Their Way *Comprehension Toolkit *Flocabulary/Gynzy/Brainpop, Jr.

3rd Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
<p>3rd Grade Quarter 1</p> <p>Building a reading life</p>	<p>-How does environment shape people and cultures? -How do readers ensure they understand what they read?</p>	<p>RL.3.1 ,RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10 W.3.3 ABCD, L.3.1,L 3.2, L.3.3, L.3.4, SS.G 1.3, SS.G 2.2, SS.G 3.3</p>	<p><i>Paul Bunyan’s Sweetheart</i> by Marybeth Loribiecki, <i>My Father’s Dragon</i>, Ruth Stiles Gannett, <i>The Fat Cat</i>, Margaret Read MacDonald-Danish, <i>Just Add Water: Making the City of Chicago</i>, Renee Kreczmer, <i>Stone Fox</i>, John Reynolds Gardner, <i>Trickster Tales: The Hungry Spider, Rabbit Races with Turtle, Aunt Fox and the Fried Fish</i></p>	<p>The founding of Chicago Chicago Flag Fur Trade/Fort Dearborn</p>	<p>Context clues/strategies How to break apart words: prefix, base, suffix</p>	<p>Lucy Calkins Q1 Unit 1: Narrative (True Stories) Bend I: Writing Personal Narratives with Independence Steps 1-6 Bend II: Becoming a Storyteller on Page Steps 7-11</p>
<p>3rd Grade Quarter 2</p> <p>Reading to Learn</p> <p>Poetry</p>	<p>-How do people modify and adapt to their environment and culture? -How can writers use language to make writing more interesting?</p>	<p>RL.3.1, RL.3.2, L.3.3, RL.3.4, RL.3.5, L.3.6, RL.3.7, RL.3.9, RL.3.10, RI 3.1, RI 3.2, RI 3.3, RI3.4, RI 3.7, RI 3.8, RF3.3, RF 3.4, W.3.3, W.3.4, W 3.5, W 3.6, W3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.3, SL 3.6, L.3.1, L 3.2 L.3.3, L.3.4, L 3.5, L3.6, SS.G1.3, SS.G2.2, SS.G3.3, SS.H.1.3, SS.H2.3, SS.H 3.3, SS.IS.1.3-5</p>	<p><i>I Survived the Great Chicago Fire</i>, Lauren Tarshis <i>Chicago A Tour of the Windy City</i>, James Mayfield Smith <i>Chicago</i>, Lynette R. Brent <i>The Great Chicago Fire</i>, Tria Smith Various poems</p>	<p>Great Chicago Fire Map skills</p>	<p>How to use word parts to determine meaning: Prefixes, Suffixes Nonliteral Language (idioms, similes, metaphors, personification, hyperbole)</p>	<p>Bend III: Writing a Second Piece Steps 12-16 Bend IV: Revision & Editing Steps 17-20</p>
<p>Third Grade Quarter 3</p> <p>Nonfiction</p>	<p>-What can we learn from reading about other’s lives? -In what ways do people impact each other’s lives?</p>	<p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6 , RL.3.7, RL.3.9, RL.3.10, RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.7, RI3.8,RF3.3, RF3.4, W.3.3, W3.4, W3.5, W3.6, W3.7, W 3.8, W3.10</p>	<p><i>Abraham Lincoln Who is Barack Obama?</i>, <i>Roberta Edwards</i> <i>Michelle Obama Mom-In-Chief</i>, <i>Roberta Edwards</i></p>	<p>Famous Chicagoans Abraham Lincoln</p>	<p>Identify base words and their meaning Dictionary Skills</p>	<p>Lucy Calkins Unit 2 Information Bend I Organizing Information</p>

			<i>Ruby Bridges</i> <i>Jackie Robinson</i> Various biographies			Bend II Reaching to Write Well Bend III Moving toward publishing
Third Grade Quarter 4 Character Study Poetry	How do we develop theories and opinions about characters/people? How do we apply lessons from texts to our lives?	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI 3.1, RI 3.2, RI 3.3, RI3.4, RI 3.7 RI 3.8, RF3.3, RF3.4, W.3.3, W.3.4, W3.5, W3.6, W3.7, W 3.8, W 3.10	<i>Sarah Plain and Tall, Amber Brown Series, Marvin Redpost, Because of Winn Dixie, Reader's Theater</i> (various scripts)	Western Expansion and Prairie Life	Vocabulary in context, types of clues Figurative Language	Lucy Calkins Unit 3 Opinion Bend I Persuasive speeches Bend II Raising the level of Persuasive Writing Bend III Persuasive letters

4th Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
4th Grade Quarter 1	<ul style="list-style-type: none"> -How can I read to understand the many layers of a character? -Why do authors repeat words, ideas and symbols throughout a text? -What makes a character who they are? -How do the characters/people in history handle big life issues and events? -How does speaking and writing about history help me to become a better thinker? 	<p>RL4.1,RI4.1, RL4.4, RL4.7, RL4.3, SL4.1, SL4.3, W1a-d, W5, W9A</p>	<p align="center"><i>Tiger Rising (LC)</i> <i>Winn Dixie</i> <i>Edward Tulane</i> <i>Bridge To Terabithia</i></p> <p align="center">LC RWS Title: Interpreting Characters</p>	<p>Geography of the midwest</p> <p>Connecting current events and history</p>	<p>Context Clues</p> <p>Traits</p>	<p>Forming an opinion (LC WS)</p> <p>Using text as evidence when writing about opinion</p>
4th Grade Q2	<ul style="list-style-type: none"> -What does the structure of text tell us about the main idea? -How can the same event been seen in different ways? -How are objective reports written? 	<p>RI 4.1, RI4.2, RI4.3,RI4.4, RI4.5 RI4.6, SL4.3, SL4.4, SL4.5,W2a-e</p>	<p>I survived weather edition</p> <p>Scholastic Current Events</p> <p>TFK Current Events</p> <p>Digital Readworks</p> <p>LC RWS: Interpreting the weather, interpreting the world.</p>	<p>Illinois & US Government</p> <p>Weather</p>	<p>Text Feature Terminology</p> <p>Root Words</p>	<p>LC WS: Writing about information</p> <p>Conducting research</p> <p>Using varied resources to research a nonfiction topic</p> <p>Creating a slide show</p>
4th Grade Q3	<ul style="list-style-type: none"> -Why is it important to pay attention to theme across different type of texts? -How can historical events affect different characters? -Why must I infer the thoughts, emotions and struggles of individuals during a time in history? -How can I develop a deeper understanding of characters by learning about setting? 	<p>RL4.1, RL4.3, RL4.2, RL4.6, RL4.9</p>	<p>History to Life</p> <p>Bud Not Buddy</p> <p>Esperanza Rising</p> <p>Harvesting Hope</p> <p>Lucy Calkins Writing Workshop</p> <p>Text Set</p>	<p>The Great Depression</p> <p>Jazz</p> <p>Labor Unions</p>	<p>Figurative Language</p>	<p>Personal Narrative</p> <p>Writing from other points of view</p>
4th Grade Q4 Poetry and	<ul style="list-style-type: none"> -How can I read poetry to develop an understanding of the text theme and the 	<p>RL4.2, RL4.4, RL4.5, RL4.9</p>	<p align="center">Mythology</p> <p>Pandora’s Box, Achilles Heel,</p>	<p>History of drama & Ancient Greek life</p>	<p>Poetry Terms</p>	<p>Writing Poems</p> <p>Writing myths and tales</p>

Drama	<p>author's message?</p> <p>-How does the use of words that reference significant characters found in mythology change our understanding of the text they appear in?</p> <p>-What characteristic differ between poetry, drama and prose?</p> <p>-Why do authors use specific verse, rhythm and meter to in poetry?</p>	<p>RL4.10 L4.4,</p>	<p>Herculean Task, Odyssey, Trojan Horse, Midas Touch</p> <p>Poetry</p> <p>This is Just to Say, Extra Innings, Places I know, Essie and Amber, Love That Dog and Hate that Cat, other classic poems</p> <p>Aesop's Fables</p>	<p>Poetry throughout history</p>	<p>Drama Terms</p>	<p>Class Publication</p>
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5th Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
5th Grade Q1 Culture	<p>Q1 unit 1 What is culture? What causes culture (or people within a culture) to change? Where does the meaning of text reside? Within the text, within the reader, or in the transaction that occurs between the two?</p> <p>Q1 Unit 2 How are diverse identities and cultures alike and different? How does what you read affect how you read?</p>	<p>RL5.1, RL5.2, RL5.3, RL5.10, W5.3</p>	<p align="center">Q1 Unit 2</p> <p align="center">Extended Text (fiction): Devolver al Remitente by Julia Alvarez Miracle’s Boys by Jacqueline Woodson</p> <p align="center">Short Texts (informational and literary): “Born Worker” by Gary Soto Los Cien Vestidos by Eleanor Estes The Other Side by Jacqueline Woodson</p>			
5th Grade Q2 Identity	<p>What external factors shape our identity? What makes people who they are? How do you effectively substantiate a judgment? How does knowledge of common organizational structures benefit readers and writers?</p>	<p>RI5.1, RI5.2, RI5.3, RI5.4, RI5.5, RI5.6, RI5.8, RI5.10, W5.2</p>	<p align="center">Extended Text (nonfiction): Caminar by Skila Brown</p> <p>The Wall: Growing Up Behind the Iron Curtain</p> <p align="center">Short Texts (literary and informational): Afghan Dreams: Young Voices of Afghanistan by Terry O’brien and Mike Sullivan “Identity” by Kayla S. Reno “White Lies” poem by Natasha Trethewey “Familiar Strangers” by Ray Suarez “Joselitos Big Decision” by Ann Berlak</p>			
5th Grade Q3						
5th Grade Q4						

6th Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
6th Grade - Q1 Unit 1 Identity/ Characterization	-How do the decisions and actions of characters reveal their personalities? -How might internal and external conflicts impact the way a character interacts with other characters?	RL6.1, RL6.3, RL6.6, RI6.1, RI6.4, RI6.8, W6.1, W6.4, W6.5, SL6.1, L 6.4	<i>Seedfolks</i> by Paul Fleischman <i>Jeremy Fink and the Meaning of Life</i> by Wendy Mass <i>Kira, Kira</i> by Cynthia Kadohata	Culture and Geography	Context Clues	Lucy Calkins - Unit 2 Bend 1 Literary Essay on Characters
6th Grade - Q2 Unit 2 Oppression/Fairness	-What does it mean to oppress? -Is being fair the same as being just, and how do you know? -How is education used to influence societies to change? -How does asking questions further our knowledge of topics?	RL6.1, RL.6.2, RL.6.4, RL.6.10, W.6.9	<i>The Breadwinner</i> by Deborah Ellis <i>Among the Hidden</i> by Margaret Peterson Haddix <i>The Lions of Little Rock</i> by Kristin Levine	Middle East/Iraq and Afghanistan Wars Civil Rights Movement	Homophones, Synonyms, Antonyms	Lucy Calkins - Literary Essay on Theme
6th Grade - Q3 Unit 3 Power	-How do powerful people influence society? -How much control should a government have? -What are the responsibilities of citizens? -How is propaganda used to influence society?	RL 6.10, RL 6.7, RI 6.1, RI 6.4, RI 6.9, RI 6.10, W 6.2	<i>The Boy in Striped Pajamas</i> by John Boyne <i>Between Shades of Gray</i> by Ruta Sepetys <i>Night</i> by Elie Wiesel <i>I am a Star</i> by Inge Auerbacher	WWII Holocaust	Academic Language	Lucy Calkins- Informational writing
6th Grade - Q4 Unit 4 Courage	-What makes a good story a classic? -What is courage, and what different kinds of courage are necessary to face challenges in life? -How do writers use language to convey personal experiences of courage?	RL 6.1, RL 6.2, RL 6.4, RL 6.10, W 6.1	<i>Night of the Twisters</i> by Ivy Ruckman <i>Fever 1793</i> by Laurie Halse Anderson <i>Where the Red Fern Grows</i> by Wilson Rawls <i>The Tell Tale Heart</i> by Edgar Allan Poe	Current Events Natural Disasters	Prefixes Suffixes Roots	Lucy Calkins- Argumentative Writing Poetry

7th Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
<p>7th Grade Quarter 1</p> <p>The American Dream</p>	<p>-What is the American Dream?</p> <p>-How do people obtain dreams differently?</p> <p>-How do the choice of words the author used influence the reader?</p> <p>-How do story elements (setting, characters) interact with each other?</p> <p>-How do authors use their style of writing and choice of medium to portray their message?</p>	<p>RL.7.3, RL.7.4, RL.7.5, L.7.5b, W.7.3, W.7.3.A, W.7.3.B, W.7.3.C, W.7.3.D, W.7.3.E, SL.7.1</p>	<p><i>Raisin in the Sun</i> by Lorraine Hansberry</p> <p><i>Of Mice and Men</i> by John Steinbeck</p>	<p>Timeline Columbus</p> <p>Explorers</p>	<p>Word Relationships and Nuances: Context clues relationships Root Words</p>	<p>Lucy Calkins Unit- "Writing Realistic Fiction Unit"</p>
<p>7th Grade Quarter 2</p> <p>Word Magicians</p>	<p>-How do authors hide their ideas to persuade the audience?</p> <p>-How does the way the author assembled the text take you on a path to a conclusion?</p> <p>-In what ways can an author use rhetorical devices (pathos, logos, ethos) to persuade their audience?</p>	<p>RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, L.7.5c, W.7.1A-E, SL.7.4</p>	<p><i>Chasing Lincoln's Killer</i> by James Swanson</p> <p>Short texts based on current issues from newspapers</p> <p><i>Upfront Magazine</i></p>	<p>13 Colonies</p> <p>American Revolution</p>	<p>Connotative Word Choice Root Words</p>	<p>Lucy Calkins</p> <p>Informational Writing Unit</p>
<p>7th Grade Quarter 3</p> <p>Love of Language</p>	<p>-How can writers use knowledge of poetic structures to express a message?</p> <p>-How could you express thoughts and feelings in a variety of mediums?</p>	<p>RL.7.4, RL.7.5, W.7.4, W.7.6, SL.7.6</p>	<p><i>House on Mango Street</i></p> <p><i>Bronx Masquerade</i> (Nikki Grimes)</p> <p><i>Elements of Poetry Poem Collection</i></p>		<p>Figurative Languages and Poetic Devices Root Words</p>	<p>The Elements of Poetry</p> <p>Teacher Created Document/guide</p>
<p>7th Grade Quarter 4</p> <p>What did they say?</p>	<p>-How multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic?</p> <p>-How can you use inductive thinking to analyze an author's central idea or theme?</p>	<p>RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10 W.7.4, W.7.5, W.7.7, SL.7.2, SL.7.3</p>	<p>Engage NY Central Text and Multimedia Collection Module 4A</p>		<p>Application of Word Strategies</p>	<p>Lucy Calkins Unit- "The Art of Argument"</p>

8th Grade Literacy Curriculum Map

Timeframe / Theme	Essential Questions	Standards	Anchor Texts	Social Studies Topics	Vocab. Focus	Writing Focus
8th - 1st Quarter How to Make a Society	-What makes people or groups powerful? -How does power impact relationships? -How can a society maintain order? -What are the potential consequences of progress?	RL8.1, RL8.3 RI8.1, RI8.3 RH8.1, RH8.3 W 8.3, W8.9, WHST8.9 WHST8.8 L 8.4.d SL 8.1	<hr/> <i>CGP</i> Lord of the Flies House of the Scorpion <hr/> Animal Farm The Giver	I. Election II. Mexican American War	Context Clues	Narrative Nonfiction: Investigative Journalism (Calkins 8.1)
8th - 2nd Quarter When Society Goes Wrong: Dystopia	-What is the relationship between justice and equality? -How do groups and individuals influence each other? -How does where we come from influence who we become? -Can the past be changed by what we do in the present?	RL8.6 RI8.6. RI8.8 RH8.6. RH8.8 W 8.1, , WHST8.1, WHST8.7 L 8.5 SL 8.3	<hr/> <i>CGP</i> Great Gatsby “All of Summer in a Day” <hr/> Witness “All of Summer in a Day”	I. Slavery, Economics, & Civil War II. Reconstruction	Connotative Word Choice	The Literary Essay (Calkins 8.2)
8th - 3rd Quarter Overcoming Impossible Conflicts	-What is the balance between destiny and free will? -How does time impact our behavior? -Is everything possible? -Why do characters sometimes share a common vision? -What does it mean to be <i>responsible</i> for something?	RL8.4, RL8.5 RI8.4, RI8.5 RH8.4. RH8.5 W 8.2, W8.4, W8.8, WHST8.2, WHST8.4 L 8.3, L 8.4a-c SL 8.4, SL 8.5, SL8.6	<hr/> <i>CGP</i> Romeo & Juliet, Old Man & The Sea, Omnivore’s Dilemma <hr/> The Outsiders/or/Great Gatsby, House on Mango Street, Omnivore’s Dilemma	I. How groups fight for rights (Immigrant, Worker, Women, African American) II. Great Migration	Root Words / Affixes	Position Papers (Calkins 8.3)
8th - 4th Quarter On a Mission	-How do pivotal moments impact identity? -What are the characteristics of a leader / role model? -How can individuals change the world? -To what extent are individuals responsible for injustices in their community and the world?	RL8.2, RL8.9 RI8.2, RI8.9 RH8.2. RH8.9, W8.5, W8.6, W8.7, WHST8.5, WHST8.6, L8.2 SL8.2	<hr/> <i>CGP</i> Immortal Life of Henrietta Lacks, To Kill A Mockingbird <hr/> Walk Two Moons, Twice Towards Justice	I. Civics II. Action Civics Project	Analogies, Homophones, & Word Relationships	Writing Extensions (Calkins final bends from all units)