**Fairfield Public Schools**

**Grade Two Reading and Writing Curriculum Calendar**

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| **Writing Units** | **Time** | **Reading Units** |
| **Launching the Writing Workshop**  -Writing Prompt | September | **Launching the Reading Workshop**  *Areas of Responding: Theme/Main Idea, Story Elements, Personal Reactions*   * Did you like the story? Why or Why not? C2c * What is the topic or big idea in your reading? A1b * Who are the important characters in your text? A1 * What is a problem in the text you are reading? A2b * What could be another good title for your story? A1d |
| **Personal Narrative (Small Moments)** | October | **Fiction / Story Elements**  *Areas of Responding: Story Elements*   * Who are two important characters in your text? A2 * What is an important place? A2-e * What is the main problem in the text? A2-b * Would you like to live in the setting? Why A2e * What happened in the beginning, middle and end? B1 |
| **Writers Write for Many Purposes**  **-**Letter Writing Unit (?)  -Introduction to Writers Notebooks | November | **Retelling**  *Areas of Responding: Story Elements, Theme*   * What happened in the beginning middle and end of the story? B1 * What is the main character’s problem in the story? A2? * What lesson does the main character learn? A1 |
| **Authors as Mentors** (Kevin Henkes, Mem Fox)  “Revisiting a Favorite Text to Inspire and Improve Writing” (LitLife) | December | **Comprehension Strategies**    *Areas of Responding: Summary, Finding Evidence*   * Briefly retell the text. A3c * Chose a character and explain whether they are good or bad? B3a * Paraphrase the story incorporating the lesson? A3d * Choose an important line in the text. Explain. B3 |
| **Prompt Study**  -Writing Prompt | January | **Revisiting Reading Behaviors -Fluency**  *Areas of Responding: Vocabulary, Personal Reactions*   * Which part was most interesting or surprising? C2 * Which part is the most important? C2a * What interesting words were used in the text? Why were they chosen? A5 * Do you like this text? Why or why not? C2c |
| **Fairy Tales, Folk Tales, Fables**  (LitLife and Schoolwide)  **-**Readers Theater | February | **Nonfiction**  *Areas of Responding: Main Idea, Extend the Text, Vocabulary, Author’s Craft*   * What is your first reaction to the text? C2d * What part is most interesting? C2b * What is an important part? Why? C2a * What two things would you tell you class about the topic you read? D2b * What are important words the authors used in writing about the topic? A5b |
| **Nonfiction (All-About Books)** | March | **Mentor Author Study: Tomie dePaola**  *Areas of Responding: Personal Response, Vocabulary, Author’s Craft*   * What is your first reaction to the text? Explain C2d * What words does the author use to describe settings or characters? A5 * What two questions would you ask the author? D2a * Compare themes or ideas in two different texts C3 |
| **Poetry** | April | **Summarizing**  *Areas of Responding: Theme, Summary, Extend the Text*   * What is your first reaction to the text? * Summarize the main things that happened in the story. (Sequence) A3b * Summarize the text incorporating theme. A3a * What is the theme/main idea? A1b * What two points would you include in a talk about the reading? D2 |
| **Narrative Prompt Study**  -Writing Prompt | May | **Poetry**  *Areas of Responding: Author’s Craft, Personal Reaction*   * What part is most interesting or surprising to you? C2b * What would be another good title for your reading? A1d * Choose two words that help you picture the text. D1 |
| **Writing a New Series Book** (LitLife)  **Reflection and Assessment** | June | **Reflection and Assessment**   * Review/ Teacher Choice |

**Fairfield Public Schools**

**Grade Three Reading and Writing Curriculum Calendar**

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| **Writing Units** | **Time** | **Reading Units** |
| **Launching the Writing Workshop**  -Response to Reading  -Introduce Writers Notebooks  **Personal Narrative** | September  September/  October | **Launching the Reading Workshop**  *Areas of Responding: Theme/Main Idea, Story Elements, Personal Reactions*   * Did you like the story? Why or Why not? C2c * What is the topic or big idea in your reading? A1b * What is a problem in the text you are reading? A2b * What could be another good title for your story? A1d * Do you like the setting? Why A2e |
| **Personal Narrative Prompt Study** (last 2 weeks of October)  **-**Writing Prompt | October | **Reading is Thinking: Comprehension Strategies**  *Areas of Responding: Summary, Finding Evidence*   * Briefly retell the text. A3c * Chose a character and explain whether they are good or bad? B3a * Paraphrase the story incorporating the lesson? A3d * Choose an important line in the text. Explain. B3 |
| **Authors as Mentors**  -C. Rylant | November | **Fluency (Punctuation/Dialogue, etc.)**  *Areas of Responding: Vocabulary, Personal Connections, Personal Reactions*   * Which part is the most important? C2a * Think of a time when you were like the main character in the story. Explain? C1a * What interesting words were used in the text? Why were they chosen? Do they work? A5 * Do you like this text? Why or why not? C2c |
| **Nonfiction Writing**  -“All-About” Pieces | November/  December | **Fiction: Character Study**  *Areas of Responding: Personal Reactions, Text Structure, Author’s Values, Finding Evidence*   * Who is/are important characters? Why? C2a * What type of person is one of the characters from the story? Explain. B3a * Compare two characters in the story. B1c * What is something that is important to the character? How does the author show that? D3a |
| **Fictional Narrative Prompt Study**  -Writing Prompt | January | **Summarizing**  *Areas of Responding: Summary, Extend the Text*   * What is your first reaction to the text? * Summarize the main things that happened in the story. (Sequence) A3b * Summarize the text incorporating theme. A3a * What is the theme/main idea? A1b * What two points would you include in a talk about the reading? D2 |
| **Raising the Quality of Writing**  -Editing and Revising/Conventions -Elaboration | February | **Reading Short Text (CMT Unit)**  *Areas of Responding: Review*   * Locating text evidence to support thinking in accountable talk and written response. (i.e. Summarize this article) * See unit lessons |
| **Writers Write for Many Purposes**  -letter writing, persuasive writing, -writing about reading | March | **Nonfiction**  *Areas of Responding: Main Idea, Extend the Text, Vocabulary, Author’s Craft*   * What is your first reaction to the text? C2d * What part is most interesting? C2b * What is an important part? Why? C2a * What two things would you tell you class about the topic you read? D2b * What are important words the authors in writing about the topic? A5b |
| **Poetry** | April | **Partnerships (Mysteries)**  *Areas of Responding; Predicting, Author’s Craft, Finding Evidence, Story Elements*   * Do you think the author made the story believable? D1e * Predict what will happen next in your text. Why? A4a * Which facts lead you to a judgment about a character? B3 * How did the character solve the problem? A2 |
| **Realistic Fiction** | May | **Poetry**  *Areas of Responding: Theme, Author’s Craft, Personal Reaction*   * What part is most interesting or surprising to you? C2b * What would be another good title for your reading? A1d * What is the theme of the text? A1b * Choose two words that help you picture the text. D1 |
| **Reflection and Assessment**  -Writing Sample with Reflection | June | **Reflection and Assessment**   * Review/ Teacher Choice |

**Fairfield Public Schools**

**Grade 4 Reading and Writing Curriculum Calendar**

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| **Writing Units** | **Time** | **Reading Units** |
| **Launching the Writing Workshop**    **Narrative Prompt Study** | September | **Launching the Reading Workshop**  *Areas of Responding: Theme/Main Idea, Story Elements, Finding Evidence*   * Did you like the story? Why or Why not? C2c * What is the topic or big idea in your reading? A1b * What is a problem in the text you are reading? A2b * What could be another good title for your story? A1d * Use evidence from the text to explain why the character is good or bad? B3 |
| **Personal Narrative** | October | **Character Study**  *Areas of Responding: Personal Connections, Text Structure, Summary, Finding Evidence*   * Who is/are important characters? Why? C2a * Compare two characters in the story. B1c * Summarize the main events from the character’s point of view? A3 * How is something in text like another text or event? C1 |
| **Authors as Mentors (R. Fletcher)** | November | **Inferring**  *Areas of Responding: Drawing Conclusions, Predicting, Text Structure, Summary, Finding Evidence*   * Why did the author write about this? B2b * Predict what could happen next? A4a * Paraphrase the story incorporating the lesson A3d * Chose one device the author used and explain how it affected the text? B1f   **Summarizing**   * What happened in the beginning, middle and end of the story? B1b * How did the character change from the beginning to the end of the story? A2d * Summarize the text incorporating theme. A3a |
| **Poetry** | December | **Poetry**  *Areas of Responding: Theme, Personal Reaction, Author’s Craft*   * What part is most interesting or surprising to you? C2b * Choose two words from the reading that help you picture the writing and explain? D1a * Find an example of a simile/personification in the text. Why did the author use it? D1d |
| **Fictional Narrative Prompt Study**  -Writing Prompt | January | **Nonfiction—Determining Importance**  *Areas of Responding: Main Idea, Extend the Text, Vocabulary, Author’s Craft*   * What is your first reaction to the text? C2d * What part is most interesting? C2b * What is an important part? Why? C2a * What two things would you tell you class about the topic you read? D2b * What are important words the authors in writing about the topic? A5b |
| **Raising the Quality of Writing**  -Editing and Revising Conventions  -Elaboration | February/  March | **Reading Short Text (CMT Unit)**  *Areas of Responding: Review*   * Locating text evidence to support thinking in accountable talk and written response. (i.e. Summarize this article) * See unit lessons |
| **Feature Article** (with an angle/persuasive) | March/  April | **Introduction to Book Clubs**  *Areas of Responding: Personal Connection, Theme, Vocabulary, Finding Evidence*   * Think about someone in the text. Tell how his or her experience is like an experience of someone you know. Explain C1a * What is the topic or big idea in your reading? A1 * Prove that character is \_\_\_\_? B3 * Think about what the book says about people in general. How does it remind you of people you know? Explain C1c |
| **Feature Article (continued)** | April | **Biography Book Clubs**  *Areas of Responding: Extend the Text, Summary, Finding Evidence, Personal Reaction*   * Summarize the main things that happened in the text. A3 * Prove the person is \_\_\_\_ B3 * What two things would you tell the class about your topic/person? D2b * Do you like this person? C2 * If your person was alive today what would you like to ask them? |
| **Book Review** | May | **Book Clubs / Teacher Choice**  *Areas of Responding: Theme, Extend the Text, Author’s Craft*   * What is the theme? What does the author say about…? A1b * What two questions would you like to ask the author? D2a * Find interesting words to devices the author uses. Why did the author use this? A5b |
| **Teacher Choice**  **Reflection and Assessment** | June | **Reflection and Assessment**  Review/ Teacher Choice |

**Fairfield Public Schools**

**Grade 5 Reading and Writing Curriculum Calendar**

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| **Writing Units** | **Time** | **Reading Units** |
| **Launching the Writing Workshop**    **Expositor Prompt Study** | September | **Launching the Reading Workshop**  *Areas of Responding: Theme/Main Idea, Story Elements, Finding Evidence*   * What is the topic or big idea in your reading? A1b * What is a problem in the text you are reading? A2b * What could be another good title for your story? A1d * Paraphrase the story incorporating the lesson A3d * Use information from the text to compose a journal entry after an event in the text? D2c |
| **Expository Prompt Study**  -Writing Prompt  **Author Study** – P. Polacco | October | **Inferring**  *Areas of Responding: Personal Response, Predicting, Author’s Purpose, Summary, Finding Evidence*   * Predict what could happen next? A4a * Use evidence from the text to explain why the character is good or bad? B3 * Paraphrase the story incorporating the lesson. A3d * What part of the text was important? Why? C2 * Why did the author include a section? B2 |
| **Crafting Editorials** (LitLife) | November | **Nonfiction**    *Areas of Responding: Main Idea, Extend the Text, Vocabulary, Author’s Craft*   * What is your first reaction to the text? C2d * What part is most interesting? C2b * What is an important part? Why? C2a * What two things would you tell you class about the topic you read? D2b * What are important words/devices the authors used in writing about the topic? A5b |
| **Writing the Informational Essay** (LitLife) | December | **Partnerships—Talking about Books**  **Reading with Fluency**  *Areas of Responding; Story Elements, Author’s Craft, Finding Evidence, Story Elements, Connecting*   * Do you think the author made the story believable? D1e * Which facts lead you to a judgment about a character? B3 * How did the character solve the problem? A2 * Whose point of view is the writing told from? How does this influence you? D1f * Describe your character or topic based on the thought, words, deeds or interactions with others? A2f * Compare the characters, plot or setting with another text you have read. |
| **Compare/Contrast Prompt Study**  -Writing Prompt | January | **Historical Fiction**  *Areas of Responding: Extend the Text, Theme, Vocabulary, Finding Evidence, Author’s Values*   * Using information from the text, write a paragraph that could have appeared in a journal. D2c * What are some interesting words from the text the author uses to make the story believable? Does it work? A5b * Prove the character from the text is\_\_\_\_ B3 * Using information from the text would you ever want to live in that time C1d * How are customs different in the text from today? D3 |
| **Raising the Quality of Writing**  -Editing and Revising/Conventions  -Elaboration | February/  March | **Reading Short Text (CMT Unit)**  *Areas of Responding: Review*   * Locating text evidence to support thinking in accountable talk and written response. (i.e. Summarize this article) * See unit lessons |
| **Memoir** | March/April | **Poetry**  *Areas of Responding: Theme, Personal Reaction, Author’s Craft*   * What part is most interesting or surprising to you? C2b * Choose two words from the reading that help you picture the writing and explain? D1a * What is the theme of the poem? A1 * Find an example of a simile/personification in the text. Why did the author use it? D1d * Choose two words from the text that help you picture the \_\_\_\_\_\_\_\_? D1a |
| **Poetry** | April |
| **Literary Essay / Literary Letter**  (Schoolwide) | May | **Book Clubs**  *Areas of Responding: Theme, Finding Evidence, Personal Reactions, Author’s Craft*   * What is the topic or big idea in your reading? A1 * Prove that character is \_\_\_\_? B3 * Think about what the book says about people in general. How does it remind you of people you know? Explain C1c * What is your first reaction to the text? Explain C2d * What is the theme? What does the author say about…? A1b * From whose point of view is the writing told? How does this influence meaning? D1f |
| **Teacher Choice**  **Reflection and Assessment** | June | **Reflection and Assessment**  Review/ Teacher Choice |