

Grade K Lowell Public Schools Literacy Curriculum Framework 2018-2019

Grade K	September	October	November	December	January	February	March	April	May	June	
Unit	Unit 1: Our Community/Trees and Weather		Unit 2: Construction and Engineering		Unit 3: Materials in Our World			Unit 4: Animals Two by Two			
Timeframe	8 Weeks Sept. 5 – Oct. 26		8 Weeks Oct. 29- Dec. 21		9 Weeks Jan. 2-March 8			12 Weeks March 11- End of Year			
District Reading Assessment	• F & P Sub Assessments: Letter ID, Letter Sounds, & Concepts of Print	• F & P Sub Assessments: Sight Words, Initial Sounds, Rhyming	• F & P Sub Assessments: Blending, Segmenting, & Syllables			•Fountas and Pinnell Benchmark (February -Nonfiction)			•Fountas and Pinnell Benchmark (May- Student Choice)		
Writing Workshop	<i>Children will use a combination of drawing, dictating and writing: Narrative: W3; SL4 Launching Writing Workshop</i>		<i>Children will use a combination of drawing, dictating and writing: Information: W2; SL4 Label Book Unit</i>		<i>Children will use a combination of drawing, dictating and writing: Narrative: W3; SL4 Writing for Readers</i>		<i>Children will use a combination of drawing, dictating and writing: Information: W2; SL4 How To Books</i>		<i>Children will use a combination of drawing, dictating, and writing: Poetry: MA.3.A; SL4</i>		<i>Children will use a combination of drawing, dictating, and writing: Argument: W1,SL4 Opinion</i>
District Writing Assessment	•Narrative On Demand Writing Prompt •Narrative Writing Product from Launching Writing Workshop	•Label Product	• Narrative Writing Product from Writing for Readers		•Informational On Demand Writing Prompt •Informational Writing Product from Expert Books		Poetry Writing Product from Poetry Unit		•Argument On Demand Writing Prompt • Argument Writing Product from Opinion Unit • On Demand Narrative Prompt		
Interactive Read Aloud/Writing About Reading	<i>Children will orally discuss:</i> •Inform/Explain retell RL 1,2; W1; SL 1,2 •Argument/Opinion (Higher order question about illustrations) RL 2,3; SL 1-3 • Inform/Explain retell RI 2,3; W1; SL 1,2, 5		<i>Children will orally discuss:</i> •Inform/Explain retell RL 1,2; W1; SL 1,2 •Argument/Opinion (higher order question about character) RL 1,2,3; W1, SL 1-3 (orally & drawing) • Inform/Explain retell RI 2,3; W1; SL 1,2, 5		<i>Children will use a combination of drawing, dictating, and writing in order to:</i> •Argument/Opinion (higher order question about character) RL 1,2,3; W1, SL 1-3 •Argument/Opinion (higher order question) RI3,7; W1, SL 1, 2, 5		<i>Children will use a combination of drawing, dictating, and writing in order to:</i> • Argument/Opinion (higher order question about character) RL 1,2,3; W1, SL 1-3 •Argument/Opinion (compare or contrast characters across texts) RL 3, 9; W1; SL 1-3 • Argument/Opinion (higher order question) RI3,7; W1, SL 1, 2, 5				
District Assessment	•Inform/Explain retelling fiction in Writing about Reading •Argument/Opinion higher order question about illustrations in Writing about Reading •Inform/Explain retelling informational in Writing about Reading		•Inform/Explain retelling fiction in Writing about Reading •Argument/Opinion higher order question about character in Writing about Reading •Inform/Explain retelling informational in Writing about Reading		•Argument/Opinion higher order question about character in Writing about Reading •Argument/Opinion higher order question about information in Writing about Reading		• Argument/Opinion higher order question about character in Writing about Reading • Argument/Opinion compare or contrast across texts in Writing about Reading • Argument/Opinion connections between information in Writing about Reading				
Foundational Skills	<i>Children will practice and apply: Print Concepts RF 1; Phonological Awareness RF 2; Phonics/Word Recognition RF 3;Fluency RF 4; Grammar L1-3; Vocabulary L4-6</i>										

Grade 1 Lowell Public Schools Literacy Curriculum Framework 2018-2019

Grade 1	September	October	November	December	January	February	March	April	May	June
Unit	Unit 1: Setting Literary Dispositions	Unit 2: Word Detectives		Unit 3: Information: Investigating and Inquiring			Unit 4: Literature: Revealing Words: Visualizing, Figurative Language and Poetry	Unit 5: Fiction, Folktales, and Fairy Tales	Unit 6: Author Study	
Timeframe	6 Weeks Aug. 28-Oct. 5	8 Weeks Oct. 8-Nov. 30		10 Weeks Dec. 3-Feb. 1			5 Weeks Feb. 4- March 15	6 Weeks March 18-May 3	6 Weeks May 6- End of Year	
Reading Workshop	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Literature: RL 1-10</i>		<i>Children will build understanding of: Information: RI 1-10 Expository and Narrative Text</i>			<i>Children will build understanding of: Literature: RL 1-10, 8A</i>	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Literature RL 1-10 or Information: RI 1-10 Expository and Narrative Text</i>	
District Reading Assessment		•Fall Fountas and Pinnell Benchmark (October, Fiction)				•Fountas and Pinnell Benchmark (February, Nonfiction)			•Fountas and Pinnell Benchmark (May-Student Choice)	
Writing Workshop	<i>Children will write: Narrative: W3; SL4 Launching Writing Workshop</i>	<i>Children will write: Narrative: W3; SL4 Small Moments Argument: W1,SL4 Opinion Reviews</i>		<i>Children will write: Information: W2; SL4 Expert Books: All About Expertise</i>			<i>Children will write: Poetry: MA.3.A; SL4</i>	<i>Children will write: Narrative: W3; SL4</i>	<i>Children will write: Narrative: W3; SL4 Fiction Series</i>	
District Writing Assessment	Narrative On Demand Writing Prompt	•Narrative Writing Product from Launching Writing Workshop •Argument On Demand Writing Prompt •Argument Writing Product from Opinion Review Unit		•Informational On Demand Writing Prompt •Informational Writing Product from Expert Books			Poetry Writing Product from Poetry Unit	Narrative Writing Product from Writing Fiction Series		Narrative On Demand Writing Prompt
Interactive Read Aloud/Writing About Reading	<i>Children will speak and write in order to</i> •Inform/Explain retell RL 1,2; W1; SL 1,2	<i>Children will speak and write in order to:</i> •Argument/Opinion (Higher order question about character) RL 2,3; W1; SL 1-3 •Argument/Opinion (higher order question about lesson) RL 2,3; W1 (CDJ); SL 1-3		<i>Children will speak and write in order to:</i> • Inform/Explain retell RI 2,5,7; W1; SL 1,2, •Argument/Opinion (higher order question about text features) RI 3, 5, 7; W1, SL 1-3			<i>Children will speak and write in order to:</i> •Argument/Opinion (compare/contrast across texts) RL 1-3, 8A; W1; SL 1-3	<i>Children will uspeak and write in order to:</i> •Argument/Opinion (compare/contrast across texts) RL 2, 9; W1; SL 1-3	<i>Children will speak and write in order to:</i> •Argument/Opinion (compare/contrast across texts) RL9; W1; SL 1-3	
District Assessment	•Inform/Explain retelling in Writing about Reading	•Argument/Opinion higher order question about character in Writing about Reading •Argument/Opinion higher order question about theme in Writing about Reading		•Inform/Explain retelling in Writing about Reading •Argument/Opinion higher order question about connecting text ideas in Writing about Reading			•Argument/Opinion higher order question about poetry in Writing about Reading	•Argument/Opinion compare/contrast across texts in Writing about Reading	•Argument/Opinion compare/contrast character experiences in Writing about Reading	
Foundational Skills	<i>Children will practice and apply: Phonics/Word Recognition RF 3;Fluency RF 4; Grammar L1-3; Vocabulary L4-6</i>									

Grade 2 Lowell Public Schools Literacy Curriculum Framework 2018-2019

Grade 2	September	October	November	December	January	February	March	April	May	June
Unit	Unit 1: Setting Literary Dispositions	Unit 2: Literature: Lifting the Quality of Thinking, Talking and Writing about Characters, Lessons and Craft		Unit 3: Information: Investigating and Inquiring			Unit 4: Literature: Revealing Words: Visualizing, Figurative Language and Poetry	Unit 5: Fiction, Folktales, and Fairy Tales	Unit 6: Series Book Clubs	
Timeframe	5 Weeks Aug. 28-Sept. 28	8 Weeks Oct. 1-Nov. 23		11 Weeks Nov. 26-Feb. 15			4 Weeks Feb 25- March 22	4 Weeks March 18-April 26	7 Weeks May 7-End of Year	
Reading Workshop	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Literature: RL 1-10</i>		<i>Children will build understanding of: Information: RI 1-10 Expository and Narrative Text</i>			<i>Children will build understanding of: Literature: RL 1-10, 8A</i>	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Literature RI 1 -10 or</i>	
District Reading Assessment		•Fall Fountas and Pinnell Benchmark (October -Fiction)				•Fountas and Pinnell Benchmark (February, Nonfiction)			•Fountas and Pinnell Benchmark (May-Student Choice)	
Writing Workshop	<i>Children will write: Narrative: W3; SL4 Launching Writing Workshop (2 Weeks)</i>	<i>Children will write: Narrative: W3; SL4 Small Moments Argument: W1,SL4 Writing about Reading</i>		<i>Children will write: Information: W2; SL4 Expert Books: All About Expertise</i>			<i>Children will write: Poetry: MA.3.A; SL4</i>	<i>Children will write: Narrative: W3; SL4</i>	<i>Children will write: Narrative: W3; SL4</i>	
District Writing Assessment	Narrative On Demand Writing Prompt	•Narrative Writing Product from Small Moments •Argument On Demand Writing Prompt •Argument Writing Product from Writing about Reading		•Informational On Demand Writing Prompt •Informational Writing Product from Expert Books			Poetry Writing Product from Poetry Unit	•Narrative Writing Product from Fiction Unit		•On Demand Narrative Prompt
Interactive Read Aloud/Writing About Reading	<i>Children will speak and write in order to</i> •Inform/Explain recount RL 1,2; W1;SL 1,2	<i>Children will speak and write in order to:</i> •Argument/Opinion (higher order question about character) RL,3; W1; SL 1-3 •Argument/Opinion (higher order question about theme) R2; W1, SL 1-3		<i>Children will speak and write in order to:</i> •Inform/Explain recount RI 2; W1; SL 1, 2 (CDJ) •Argument/Opinion (higher order question about text features) RI 5, 7; W1, SL 1-3			<i>Children will speak and write in order to:</i> •Argument/Opinion (higher order question) RL 8A; W1, SL 1-3	<i>Children will uspeak and write in order to:</i> •Argument/Opinion (compare/contrast across texts) RL 2, 9; W1; SL 1-3	<i>Children will speak and write in order to:</i> •Argument/Opinion (compare/contrast) RL 3,9; W1, SL 1-3	
District Assessment	•Inform/Explain recount in Writing about Reading	•Argument/Opinion higher order question about character in Writing about Reading •Argument/Opinion higher order question about theme in Writing about Reading		•Inform/Explain recount in Writing about Reading •Argument/Opinion higher order question about informational text in Writing about Reading			•Argument/Opinion higher order question about poetry in Writing about Reading	•Argument/Opinion compare/contrast across texts in Writing about Reading		•Argument/Opinion compare/contrast character in Writing about Reading
Foundational Skills	<i>Children will practice and apply: Phonics/Word Recognition RF 3;Fluency RF 4; Grammar L1-3; Vocabulary L4-6</i>									

Grade 3 Lowell Public Schools Literacy Curriculum Framework 2018-2019

Grade 3	September	October	November	December	January	February/March	March/April	May	June
Unit	Unit 1: Setting Literary Dispositions	Unit 2: Literature: Lifting the Quality of Thinking, Talking and Writing about Characters, Themes and Craft	Unit 3: Information: Investigating and Inquiring	Unit 4: Literature: Revealing Words: Visualizing, Figurative Language and Poetry	Unit 5: Literature: Looking at Literature More Deeply through Historical Fiction	Unit 6: Information/Literature: Narrative Nonfiction-Biography Book Clubs			
Timeframe	4 Weeks Aug. 28-Sept. 21	9 Weeks Sept. 24-Nov. 23	8 Weeks Nov. 26-Jan. 18	6 Weeks Jan. 21- March 8	7 Weeks March 11-May 3	6 Weeks May 6-End of Year			
Reading Workshop	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Information: RI 1-10 Expository and Narrative Text</i>	<i>Children will build understanding of: Literature: RL 1, 8A, 10 Narrative and Poetry</i>	<i>Children will build understanding of: Literature: RL 1-10</i>	<i>Children will build understanding of: Information: RI 1,10 Expository and Narrative Text Literature: RL 1-10</i>			
District Reading Assessment		•Fall Fountas and Pinnell Benchmark (October, Fiction)		•Fountas and Pinnell Benchmark (February, Nonfiction)	•MCAS (April)	• Fountas and Pinnell Benchmark (May-Student Choice)			
Writing Workshop	<i>Children will write: Narrative: W3; SL4 Launching Writing Workshop (3 weeks)</i>	<i>Children will write: Narrative: W3; SL4 Writing Gripping Fictional Stories (8 Weeks)</i>	<i>Children will write: Information: W2; SL4 Expert Books: All About Expertise</i>	<i>Children will write: Poetry: MA.3.A; SL4</i>	<i>Children will write: Argument: W1; SL4 Speeches (6 Weeks)</i>	<i>Children will write: Narrative: W3; SL4 Crafting True Stories (6 Weeks)</i>			
District Writing Assessments	Narrative On Demand Writing Prompt	•Narrative Writing Product from Writing Gripping Fictional Stories with Meaning and Significance	•Informational On Demand Writing Prompt •Informational Writing Product from Art of Information Writing	Poetry Writing Product from Poetry Unit	•Opinion On Demand Writing Prompt •Opinion Writing Product from Speeches Unit	• Narrative Writing Product from Crafting True Stories •On Demand Narrative Prompt			
Interactive Read Aloud/ Writing About Reading	<i>Children will speak and write in order to:</i> • <i>Inform/Explain Summary RL 1,2; W1; SL 1,2</i>	<i>Children will speak and write in order to:</i> • <i>Argument/Opinion (higher order question about character) RL 1, 3; W1; SL 1-3</i> • <i>Argument/Opinion (higher order question about theme) RL 1, 2; W1; SL 1-3</i>	<i>Children will speak and write in order to:</i> • <i>Inform/Explain Summary RI 1,2; W1; SL 1,2</i> • <i>Argument/Opinion (higher order question about text features) RI 5,7; W1; SL1-3</i>	<i>Children will speak and write in order to:</i> • <i>Argument/Opinion (higher order question) RL 8A; W1; SL 1-3</i>	<i>Children will speak and write in order to:</i> • <i>Narrative (higher order question about point of view in historical fiction) RL 3, 6; W3; SL 1-3</i>	<i>Children will speak and write in order to:</i> • <i>Argument/Opinion (Higher order question) RI 3,6; W1; SL1-3</i>			
District Assessment	•Inform/Explain summary in Writing About Reading	•Argument/Opinion higher order question about characters in Writing About Reading •Argument/Opinion higher order questions about theme in Writing About Reading	•Inform/Explain summary in Writing About Reading •Argument/Opinion higher order question aboutkey details in Writing About Reading	•Argument/Opinion higher order question about poetry in Writing About Reading	•Narrative higher order question about point of view in Writing About Reading	•Argument/Opinion higher order question about events in a biography in Writing about Reading			
Foundational Skills	Children will practice and apply: Phonics/Word Recognition RF 3; Fluency RF 4; Grammar L1-3; Vocabulary L4-6								

Grade 4 Lowell Public Schools Literacy Curriculum Framework 2018-2019

Grade 4	September	October	November	December	January	February	March	April	May	June
Unit	Unit 1: Setting Literary Dispositions & Literature: Lifting the Quality of Thinking, Talking and Writing about Characters		Unit 2: Informational: Inquiry through Reading, Discussion and Writing	Unit 3: Literature: Interpreting Theme in Literature		Unit 4: Literature: Revealing Words: Visualizing, Figurative Language and Poetry	Unit 5: Informational: Inquiry through Investigating History	Unit 6: Literature: Looking at Literature More Deeply through Historical Fiction		
Timeframe	4 Weeks Aug. 28-Sept. 21	5 Weeks Sept. 24-Oct. 26	5 Weeks Oct. 29 - Nov. 30	10 Weeks Dec. 3 - Feb. 15		4 Weeks Feb. 25- March 22	4 Weeks March 25 - Apr. 26	7 Weeks Apr. 29 - End of Year		
Reading Workshop	<i>Children will build understanding of: Literature: RL 1-10</i>		<i>Children will build understanding of: Information: Expository Text RI 1-10</i>	<i>Children will build understanding of: Literature: RL 1 - 10 Narrative</i>		<i>Children will build understanding of: Literature: RL 1 - 10 Poetry</i>	<i>Children will build understanding of: Information: Expository and Narrative Text RI 1-10</i>	<i>Children will build understanding of: Literature: RL 1-10</i>		
District Reading Assessment		•Fall Fountas and Pinnell Benchmark (October, Fiction)				•Fountas and Pinnell Benchmark (February, Nonfiction)		•MCAS (April)	• Fountas and Pinnell Benchmark (May-Student Choice)	
Writing Workshop	<i>Children will write: Narrative: W3; SL4 Realistic Fiction (6 weeks)</i>		<i>Argument W1; SL4 Personal Essay (6 weeks)</i>	<i>Children will write: Argument: W1; SL 4 Literary Essay</i>		<i>Children will write: Poetry: MA.3; SL4</i>	<i>Children will write: Information W2; SL4 Bringing History to Life</i>			
District Writing Assessments	•Narrative On Demand Writing Prompt •Narrative Product from Realistic Fiction		•Argument On Demand Writing Prompt •Argument Writing Product from Boxes and Bullets	• Argument Writing Product from Literary Essay		Poetry Writing Product from Poetry Unit	•Informational On Demand Writing Prompt •Informational Writing Product from Bringing History to Life		• On Demand Narrative Prompt	
Interactive Read Aloud/ Writing About Reading	<i>Children will speak and write in order to:</i> •Inform/Explain Summary RL 1,2; W1; SL 1,2	<i>Children will speak and write in order to:</i> • Narrative (higher orde thinking about point of view) RL 3, 6; W1; SL 1-3	<i>Children will speak and write in order to:</i> •Inform/Explain Summary RI 5,7; W1; SL 1,2 •Argument/Opinion (Higher order question about evidence) RI 3,7, 8; W1; SL1-3	<i>Children will speak and write in order to:</i> •Argument/ Opinion (higher order question about theme) RL 2,3; W1; SL 1-3 • Argument /Opinion (Higher order thinking about point of view) RL 6; W1; SL1-3		<i>Children will speak and write in order to:</i> •Argument/ Opinion (higher order question about theme) RL 2,3; W1; SL 1-3	<i>Children will speak and write in order to:</i> • Argument/Opinion Compare/Contrast Accounts) RI 6; W1; SL1-3	<i>Children will speak and write in order to:</i> •Argument/Opinion (Compare/Contrast treatment of themes) RL 9; W1; SL 1-3		
District Assessment	•Inform/Explain summary in Writing About Reading	•Narrative about character in Writing About Reading	•Inform/Explain summary in Writing About Reading •Argument/ Opinion about evidence in Writing About Reading	•Argument/ Opinion higher order question about theme in Writing About Reading •Argument/ Opinion higher order question about point of view in Writing About Reading		• Argument/ Opinion higher order question about theme in Writing About Reading	•Argument/Opinion compare/contrast accounts in Writing About Reading	•Argument/ Opinion compare/contrast treatment of theme in Writing About Reading		
Foundational Skills	<i>Children will practice and apply: Phonics/Word Recognition RF 3; Fluency RF 4; Grammar L1-3; Vocabulary L4-6</i>									