

Kindergarten Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.K.1</u> With prompting and support Ask and answer questions about key details in a text.</p>	<p>With support and prompting, students will ask and answer questions in whole group and guided reading lessons, Raz-Kids, and Reading A-Z.</p> <p>During whole group instruction, the teacher will model different types of questioning techniques and students will provide questions and answers using different graphic organizers such as a KWL organizer.</p>	<p>Students will use the title, pictures, and story elements to make predictions and to aid in an understanding of a story.</p> <p>Students will use prior knowledge to comprehend text.</p>	<p>How do readers use text to support answers to questions?</p>
<p><u>CCSS.ELA-LITERACY.RL.K.2</u> With prompting and support, retell familiar stories, including key details.</p>	<p>During whole group instruction the students will retell familiar stories with prompting and scaffolding from the teacher.</p> <p>Students will retell stories in a logical sequence (i.e. role play, flannel board, picture cards).</p> <p>Students will draw events to be placed in sequential order and to support story details.</p> <p>Students draw and write in their weekend journals providing key details and using the words: first, next, and last.</p>	<p>Students will know how to sequence (first, next, last).</p> <p>Students will use their prior knowledge of familiar stories they have read in order to retell key details.</p>	<p>How do I use what I already know in the text to retell a story using details?</p>

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<p><u>CCSS.ELA-LITERACY.RL.K.3</u></p> <p>With prompting and support, identify characters, settings, and major events in a story.</p>	<p>With prompting and support students will identify and describe elements in a story, including characters and the setting.</p> <p>Students will create illustrations to depict characters, settings, and major story events.</p> <p>After modeling from the teacher, students will participate in listening centers. Students will listen to a story on tape and write about the characters, setting, or major events in a story.</p>	<p>Students will understand that all stories have characters and a setting.</p> <p>Students know that all stories have a beginning, middle, and end.</p>	<p>What is a character?</p> <p>What is the setting?</p> <p>How do I identify the characters, settings and major events in the story?</p>
<p><u>CCSS.ELA-LITERACY.RL.K.4</u></p> <p>Ask and answer questions about unknown words in a text.</p>	<p>With prompting and support from the teacher during shared reading students will ask questions about words they are unfamiliar with.</p> <p>With prompting and support from the teacher, students will use pictures and other words to determine the meaning of the unknown word(s).</p>	<p>Students will know to ask questions about words they do not know in a story.</p> <p>Students will know how to answer questions about words they do not know in a story.</p>	<p>Why is it important to ask and answer questions about words that I do not know in a story?</p>

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<p><u>CCSS.ELA-LITERACY.RL.K.5</u> Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Students will identify common types of text when provided with several examples from the teacher.</p> <p>Students write and draw in poetry journals. They look for key elements of a poem, such as rhyming words. Last, they underline rhyming words in a poem.</p> <p>Students read and respond to Scholastic News Magazine and can explain what type of text this is (non-fiction).</p>	<p>Students will be able to recognize and describe certain types of genres (e.g. story books, poems, fairy tales, nursery rhymes).</p>	<p>How can I tell the difference between genres (e.g., poem, story, fairy tale, nursery rhyme)?</p>
<p><u>CCSS.ELA-LITERACY.RL.K.6</u> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>When introducing a story the teacher will always introduce the author and illustrator before reading. Children will answer who the author and illustrator are and what his or her role is.</p> <p>With prompting and support students will write book reports and fill in reading response sheets. On the reports they will identify the author and illustrator and explain why they like a particular author or illustrator.</p>	<p>Students will understand the role of an author and illustrator and the difference between both.</p>	<p>What is the role of an author?</p> <p>What is the role of an illustrator?</p>

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<p><u>CCSS.ELA-LITERACY.RL.K.7</u> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>With prompting and support, students will be able to identify an illustration.</p> <p>With prompting and support students will be able to describe how the illustrations help to understand the story.</p> <p>Students will be able to draw an illustration and explain what part of the story it is from.</p>	<p>Students will know to use illustrations to understand the story. Additionally, students will know illustrations can be used to understand words they are unfamiliar with or have trouble sounding out.</p> <p>Students will know how to sequence illustrations in order to understand the story.</p>	<p>How do the illustrations help me understand the story?</p>
<p><u>CCSS.ELA-LITERACY.RL.K.8</u> (RL.K.8 not applicable to literature)</p>			
<p><u>CCSS.ELA-LITERACY.RL.K.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Students will identify characters and their adventures in the same or different story. For example, we read various versions of <i>The Gingerbread Man</i> and students were able to identify the different characters in each version.</p> <p>With prompting and support students will fill out Venn diagrams to tell how characters and their adventures are alike and different in the same or different story. (E.g. various versions of The Gingerbread Man, The Three Little Pigs, and Little Red Riding Hood).</p>	<p>Students will understand the meaning of the words similar, different, compare, and experience.</p> <p>Students will identify characters in similar stories.</p> <p>Students will be able to determine similarities and differences between the two texts.</p>	<p>How are the characters and their adventures alike in the same or a different story?</p> <p>How are the characters and their adventures different in the same or a different story?</p>

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<p><u>CCSS.ELA-LITERACY.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>	<p>Students will listen and respond to a whole group lesson by sharing a favorite part of the story, a connection they have made, or a question they have about the story.</p> <p>Students will complete a listening center with a partner. Afterwards they will have a “partner talk” to summarize the story and discuss their favorite parts. Last, they will complete a reading response sheet and answer various questions about parts of the story.</p> <p>Students will actively participate in guided reading lessons by listening to others read and responding to questions appropriately.</p>	<p>Students will know that reading serves a purpose and they can learn from various types of texts.</p> <p>The students know that we read different types of books for different reasons.</p>	<p>Why do we read?</p> <p>How do you choose a “good fit” book?</p> <p>How do you determine the important details in a story?</p>

First Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.1.1</u> Ask and answer questions about key details in a text.</p>	<p>Students will ask and answer questions about key details in texts used in guided reading and/shared reading lessons, and Reading A-Z independent/Epic reading accounts.</p> <p>Beginning with teacher-led questioning, students will work toward independently flagging a portion of text, write a question about it, and providing a response.</p> <p>Students will write pre-reading predictions in a reading response journal.</p> <p>Students will make inferences to ask and answer questions about key details in the text.</p> <p>Students will take knowledge of text structure and apply it to a story of their own creation involving having fun in a neighborhood.</p> <p>Students will identify cause and effect relationships.</p> <p>Students will be able to monitor their reading to confirm/disconfirm reading predictions.</p>	<p>Students know how to use the title, pictures and story structure to predict story events and monitor their understanding.</p> <p>Students will use prior life experiences to comprehend text.</p> <p>Students will know that sometimes answers to questions will not be directly provided in texts.</p> <p>Students will know that continually monitoring their understanding of a story is necessary.</p> <p>Students understand that predictions can and will change based upon new inferences made while reading texts.</p>	<p>How do words, pictures, and sentences help me understand the story?</p> <p>What questions do you have about the text after reading the title and looking at the pictures?</p> <p>Did you write an “I wonder…” statement before, during or after reading the text?</p>

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<p><u>CCSS.ELA-LITERACY.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>The students will read story sentence strips and put them in chronological order (beginning, middle, end) or use provided pictures to retell a story.</p> <p>During whole group discussion, teacher-led questions probe students for identification of the central message/theme of the story.</p> <p>Students will be able to orally summarize parts of a story at various stopping points during a read aloud.</p> <p>Students highlight in the text to identify the main idea/topic sentence and two to three key details that support the main idea.</p>	<p>Students know how to use “signal words” (first, next, then, finally) to organize their retelling in chronological order.</p> <p>Students apply their own message to writing acknowledging that texts are written with a purpose.</p>	<p>Does the main character encounter a problem that needs to be solved or does he/she have a goal to achieve?</p> <p>How does the main character solve his/her problem?</p> <p>What things happen that help the main character resolve his/her problem?</p> <p>How do character’s experiences yield life lessons?</p> <p>How do you draw conclusions based upon evidence from texts?</p>
<p><u>CCSS.ELA-LITERACY.RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p>	<p>The students will participate in “book talks” to share aloud their “character observations,” summary of the main events and their opinions about books/text read.</p> <p>The students will read with a purpose in mind: to identify their favorite parts of a story, retell a story by using the visual frame and to analyze a character.</p>	<p>Students understand that identifying story elements within the beginning, middle and end of a story (who, what, when, where and why) will help the reader monitor and understand the story better.</p> <p>Students understand the importance of noticing how the author uses dialogue among the characters, actions by the main characters throughout events within the plot and illustrations to reveal the traits of the main character.</p>	<p>Who is the main character?</p> <p>What are some of the character’s words, actions or feelings that can help you describe what the character is like?</p> <p>Does the main character learn anything that can help you in life?</p> <p>What words would you use to describe the character?</p> <p>How do the character’s feelings and/or actions change?</p> <p>Where does the story take place?</p>

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<p><u>CCSS.ELA-LITERACY.RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>The students will make book/poem recommendations to classmates. The recommendations will identify words and phrases that appeal to their senses.</p> <p>The students will create mental images during shared and independent reading. Students will draw pictures to depict the mental images created while reading.</p>	<p>Students will use their understanding of phonemic awareness to help them identify phrases/words (onomatopoeia/alliteration/rhyme/rhythm) that make listening to a story more enjoyable.</p>	<p>What words help me see, taste, smell or hear in my imagination the actions of the characters?</p> <p>What words help me picture in my mind what is happening in the story?</p> <p>Are there any words or phrases in the story that are repeated that help me to understand the actions of the characters?</p> <p>Are there any repeated words or phrases in a poem that help me understand the author’s message to the readers?</p>

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<p><u>CCSS.ELA-LITERACY.RL.1.5</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Students will share during reading/writing workshop what they learned from the main character Rocket in the story <i>Rocket Writes a Story</i> (Hills, 2012) and from the main character Aunt Isabella from the story <i>Aunt Isabella Tells a Good One</i> (Kate Duke, 1992).</p> <p>The students will identify in Scholastic News non-fiction text features (bolded terms/diagrams/glossary/captions/subheadings).</p> <p>During reading workshop, the students will participate in reading a paired text (topic-themed fiction and non-fiction) and compare the various fiction and nonfiction text features among the text set.</p> <p>Students will apply their knowledge of non-fiction text features while reading.</p>	<p>Students know how to identify the essential plot events that lead to the solution of the character’s conflict.</p> <p>Students understand chronological cues (dates, time, transition phrases) to identify sequence of events in a narrative (beginning, middle, and end).</p> <p>Students understand the purpose of non-fiction text features (bolded terms/diagrams/glossary/captions/subheadings).</p>	<p>What must all fictional stories include that is not included in informational text?</p> <p>How are fictional and informational texts different?</p> <p>What do you notice that is the same in all fictional stories?</p> <p>Why do authors write informational texts?</p> <p>How do you use subheadings to locate answers to comprehension questions and/or prepare for reading a text?</p> <p>How do you locate the meaning of a bolded word?</p> <p>How do diagram boxes/captions help you to understand the text on the page?</p>
<p><u>CCSS.ELA-LITERACY.RL.1.6</u> Identify who is telling the story at various points in a text.</p>	<p>Students will identify who is telling the story at various points of mentor texts from the reading series.</p>	<p>Students understand how different points of view impact how the message of the story is being expressed.</p>	<p>What text feature does an author use to show when a character is talking?</p> <p>How do I know when the narrator is describing what is happening in the story?</p>

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<p><u>CCSS.ELA-LITERACY.RL.1.7</u> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>The students will work with a partner to illustrate the main ideas/details represented in a text written by the other partner.</p>	<p>Students know how to identify the essential plot events that lead to the solution of the character’s conflict.</p> <p>Students understand chronological cues (dates, time, transition phrases) to identify sequence of events in a narrative (beginning, middle, and end).</p> <p>Students understand that pictures can be used to identify the meaning of new words.</p>	<p>Is the title of the text a good title?</p> <p>Could you write another good title for the text based on the pictures and ideas described in the text?</p> <p>How do the pictures provide evidence for your description of the characters or the meaning of new words?</p>
<p><u>CCSS.ELA-LITERACY.RL.1.8</u> (RL.1.8 not applicable to literature)</p>			
<p><u>CCSS.ELA-LITERACY.RL.1.9</u> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>The students will compare and contrast Rosie from <i>Rosie the Engineer</i> (Beaty, 2013) with the main character from <i>The Most Magnificent Thing</i> (Spires, 2014) as a part of the first trimester STEM lab engineering unit.</p>	<p>The students understand the importance of making text-text and text-life connections to aid comprehension.</p> <p>The students can use their learning from a character in one story to understand the thoughts/feelings/actions of a character in another story.</p>	<p>Do you know of any characters from other stories that share similar/different life experiences or similar/different character traits?</p>

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<p><u>CCSS.ELA-LITERACY.RL.1.10</u> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>The students will read a variety of genres within the setting of independent, guided and shared reading.</p> <p>The students will clarify ideas by writing about their “reading journey” following independent reading time. Students build up independent reading stamina by filling a “book box” (virtual or physical) with books on topics of interest, including inquiry text sets for a topic of study, and multiple genres.</p>	<p>The students know the importance of learning to read.</p> <p>The students know the importance of setting a purpose for reading.</p> <p>The students know that we read different types of books for different reasons: We read to laugh/entertain, to learn through personal inquiry and perhaps to fulfill a quest to make a positive change in the world.</p>	<p>Why do we read?</p> <p>Why do we read often?</p> <p>How does asking yourself questions as you read help you to better understand the text?</p> <p>How can you determine what is an important idea, rather than just an interesting detail?</p> <p>How do you select the “just right” book?</p>

Second Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.2.1</u> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>During teacher-led whole and guided reading groups, students are explicitly taught questioning strategies in a variety of text.</p> <p>Students routinely complete graphic organizers designed to show understanding of text, building towards independently generated written responses with the “5 W’s and How.”</p> <p>After listening centers, guided reading groups, whole group read alouds, and digital text; reading response sheets provide the framework for the purpose of reading.</p>	<p>Foundation for text details that answer questions such as “who?”</p> <p>5 W terms are used to transition to terms for actual literary elements. (For example, “where” becomes “setting.”)</p>	<p>What are the key questions one asks to understand text?</p>

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.2.2</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Students will regularly answer questions about, “Why the author wrote this?”</p> <p>With appropriate structure and scaffolding, students will be able to orally and in writing sequentially recount important events from the text.</p> <p>Student weekend journals and timeline project emphasize retelling life’s events in chronological order.</p> <p>During whole group instruction, teacher-led questions probe students to identify the central message (theme) of the story.</p> <p>With teacher guidance, students will write the central theme of the story in one sentence providing text evidence to support their response.</p>	<p>Students need to know sequencing vocabulary. (first, second, then, etc.)</p> <p>Stories have a beginning, middle and end.</p> <p>Authors have a reason for writing stories.</p> <p>Within the story, students need to locate key elements. (setting, characters, etc.)</p>	<p>What is the purpose for the text?</p> <p>How does the sequence of events impact the meaning of a story?</p>
<p><u>CCSS.ELA-LITERACY.RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p>	<p>Using Venn Diagrams, students will compare and contrast how characters change throughout the story.</p> <p>Using mentor texts and digital adaptations of text to make text to self-connections.</p> <p>Raz Kids quizzes ask students to respond to questions about how characters interact with the events in the story.</p>	<p>Adjectives to be able to describe a character.</p> <p>Differentiating between character’s physical appearance and personality.</p> <p>Characters have the ability to change throughout a story.</p>	<p>How and why do characters change?</p>

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<p><u>CCSS.ELA-LITERACY.RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Weekly poem discussions regarding rhythm.</p> <p>Poems are connected to songs by playing songs that are derived from poetry.</p> <p>Exposure to various types of poetry.</p> <p>When reading poetry, students will clap the rhythm often times leading to identification of the poem’s rhyming pattern.</p> <p>Students make a first attempt at writing an independent poem with recognizable rhyme pattern.</p>	<p>How to recognize and produce rhyming words.</p> <p>Basic understanding of rhythm and beat.</p> <p>A poem is a different way to tell a story.</p> <p>How to recognize that a particular text is a poem.</p>	<p>What are the different ways to tell a story?</p>
<p><u>CCSS.ELA-LITERACY.RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Complete a book report on story elements.</p> <p>Answer questions orally and in writing during various reading settings describing the action of the story.</p> <p>Students are asked to give a sentence from the beginning, middle, and end of the story to retell.</p> <p>Building toward mastery, students will identify problems and solutions in the story.</p> <p>Students write short stories with a beginning, middle, end, problem, and solution.</p>	<p>Understanding of beginning, middle, and end.</p> <p>Define key vocabulary such as, “introduction,” “plot,” “conclusion,” and “solution.”</p> <p>Master sequential order.</p>	<p>What are the important events in the story?</p>

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<p><u>CCSS.ELA-LITERACY.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Through teacher modeling and direct instruction, students are expected to have a basic understanding for identifying who is telling the story.</p> <p>Reader’s theater allows students to experience the story through the lens of different characters. Students change their voice to match what they believe the character would sound like.</p> <p>During guided reading groups, students are given opportunities to practice reading dialogue in different voices.</p> <p>Anchor charts give students a visual reference for understanding dialogue.</p> <p>Teachers purposefully ask questions seeking students’ understanding for the perspective of each character in the story.</p>	<p>Students need to have a foundation of fluency in order to use different character voices.</p> <p>Different characters can feel differently about the same event in the story.</p> <p>Understanding the conventions of writing, particularly in dialogue</p>	<p>Who is telling the story?</p> <p>How do characters feel?</p> <p>How does a character’s voice lend insight in their personality or feelings?</p>

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<p><u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>During literary discussions, students are to make observations about visuals provided in the text.</p> <p>When applicable, students are encouraged to support oral and written responses with evidence specific to illustrations.</p> <p>Students use the clues of the pictures to infer story outcomes.</p> <p>Students create comic strips to tell a story of their choosing.</p> <p>Students add their own illustrations to creative writing.</p> <p>In a guided reading setting, students complete a picture walk before reading the text. This strategy helps students connect to prior knowledge.</p>	<p>Visuals have a purpose in a text.</p> <p>Different visuals have different purposes.</p> <p>Visuals can help you predict and infer.</p>	<p>How does this visual help me understand the story?</p>
<p><u>CCSS.ELA-LITERACY.RL.2.8</u> (RL.2.8 not applicable to literature)</p>			
<p><u>CCSS.ELA-LITERACY.RL.2.9</u> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Thematic unit using different versions of the same story. Students compare and contrast to ultimately write their own story showcasing their cultural heritage.</p> <p>Using graphic organizers to make text-to-text connections and compare and contrast.</p> <p>Introduce common features of stories written by the same author.</p>	<p>Students know that there are different versions of the same story.</p> <p>Cultures have different clothes, food, and ways of celebrating traditions.</p> <p>Know the meaning of compare and contrast.</p>	<p>How are these stories alike and different?</p>

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<p><u>CCSS.ELA-LITERACY.RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students are exposed to different genres and authors.</p> <p>Through silent, independent reading; students will comprehend text with steadily increasing complexity.</p> <p>Students will work toward increasing their reading stamina to 30 minutes per session.</p>	<p>Students use reading comprehension strategies to independently comprehend a grade level text.</p> <p>Students know that reading has a purpose and they can learn from a text.</p>	<p>Why do we read?</p> <p>What am I trying to learn by reading this text?</p>

Third Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Students orally ask and answer questions referring back to the text.</p> <p>Lesson summative assessment written response using PAPIE (Plan, Answer the question, Proof from the text, your own Ideas, Ending sentence). Students build up to multiple pieces of evidence to support their claims.</p>	<p>Students understand the correct conventions of writing an extended response.</p> <p>Answer the question being asked with text support.</p>	<p>Are students able to answer the right question with evidence or proof from the text?</p> <p>Do I understand the question being asked?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.2</u> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Students will identify the theme and give one detail to prove their claim.</p> <p>Starting with oral discussion and progressing through sentence strips, anchor charts, and graphic organizers; students will sequentially retell/summarize stories.</p>	<p>A clear definition of theme.</p> <p>Familiarity with basic story elements.</p>	<p>What is the theme of the story?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Building toward independence, character sketches completed throughout the year allow students to identify character traits, motivations, and feelings with evidence from the text.</p> <p>Students answer teacher-posed questions regarding how character choices create specific cause and effect relationships within the plot.</p>	<p>Students will know the difference between character traits and attributes.</p> <p>Familiarity with grade level descriptive adjectives.</p> <p>Understand how one event can impact other elements of the story.</p>	<p>What are character traits and attributes?</p>

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>When whole class reading, unfamiliar words are encountered and discussed.</p> <p>Through oral discussion and skill building activities, students learn the strategy of identifying context clues. This process ultimately leads to independent application of context clues to their own reading.</p> <p>Students are exposed to many examples of literal and nonliteral language in a variety of literature. Student writing samples are encouraged to incorporate nonliteral language whenever possible.</p>	<p>Know how to attack unfamiliar words and phrases to determine meaning.</p> <p>Identify literal versus nonliteral language.</p>	<p>What do you do when you don't know a word?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.5</u> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Students are able to identify text structure of various types of literature.</p> <p>Students are able to use the vocabulary terms that name the text structures when supplying evidence for how the plot develops.</p>	<p>Different types of literature are composed of different parts.</p> <p>How to find supporting details/evidence from the text.</p>	<p>What are the elements of stories, readers' theater, and poems?</p> <p>How does the unique structure of a particular style of literature develop throughout the selection?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.6</u> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Students are encouraged to express their own opinion in relation to the story.</p> <p>During whole class discussion, students answer a series of teacher posed questions. ("If, then," text to self-connections, "If I were?" "In my opinion"...))</p>	<p>Identify the person speaking in the story.</p> <p>Apply lessons learned in settings such as Falcon Five and PAPIE to articulate one's opinion.</p> <p>Differentiate between fact and opinion.</p>	<p>Who is speaking?</p> <p>What is an opinion vs. fact?</p>

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p>During literary discussions, students are to make observations about illustrations provided in the text.</p> <p>When applicable, students are encouraged to support oral and written responses with evidence specific to illustrations.</p> <p>Students use the clues of the pictures to infer story outcomes.</p>	<p>Illustrations can be used to provide contextual clues about the text.</p> <p>Illustrations plus text lead to strong inferential skills.</p>	<p>How do pictures help you understand the story?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.8</u> (RL.3.8 not applicable to literature)</p>			
<p><u>CCSS.ELA-LITERACY.RL.3.9</u> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>Students use graphic organizers such as Venn Diagrams, "T" and anchor charts to compare and contrast theme, setting, and plot. (Often using classic children's literature such as <i>Three Pigs</i>, <i>Goldilocks etc.</i>)</p> <p>Assessments ask students to routinely compare and contrast story elements.</p>	<p>Understand the terms similar and different and compare/contrast.</p> <p>Familiarity with basic story elements.</p> <p>Effectively uses graphic organizers.</p>	<p>What is the same and different in these stories?</p>
<p><u>CCSS.ELA-LITERACY.RL.3.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Students are exposed to different genres and authors.</p> <p>Through silent, independent reading; students will comprehend text with steadily increasing complexity.</p> <p>Students will work toward increasing their reading stamina to 30 minutes per session.</p>	<p>Comprehend various forms of literature independently and proficiently use strategies taught throughout the year.</p> <p>With teacher assistance, students are developing an inherent knowledge of their unique reading profile.</p>	<p>Why do we read?</p> <p>What is the purpose of this reading?</p> <p>How do readers adapt when the text becomes more complex?</p>

Fourth Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students will state examples and details from the text to support their answer.</p> <p>Citations will be phrased seamlessly into written responses.</p>	<p>Students will know how to cite evidence using paragraph and page number references from supplied texts with increasing amount of details throughout the year.</p>	<p>What is the specific proof from the text that supports your answer?</p>
<p><u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Given a theme in literature, students will be able to identify details from the story that connect the overarching meaning.</p> <p>By the end of the year, students will be able to identify the theme from a grade level appropriate text with an explanation in no more than one sentence.</p> <p>Students develop summarizing skills through story maps.</p>	<p>Theme is an important component to know what the story is about and communicates its message.</p> <p>In a summary, students will identify setting, characters, and plot events.</p>	<p>What is the theme of the story?</p> <p>What are common themes between pieces of literature?</p>

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Complete graphic organizers outlining character traits, actions, and motivations.</p> <p>Setting is identified through completion of story maps, emphasizing how intertwined characters and setting can be.</p> <p>Building toward student-led discussions, class members will develop a common understanding of a character's traits. Written assignments emphasize how character, setting, and events interact.</p>	<p>Develop vocabulary to describe character traits. Use text evidence to support claims.</p> <p>Setting influences a character's traits and motivations.</p> <p>Character motivations drive story actions, which determine story outcomes.</p>	<p>What are character traits?</p>
<p><u>CCSS.ELA-LITERACY.RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Find text examples of figurative language and determine their meaning.</p>	<p>When exposed to elements of figurative language, students will identify forms such as simile, metaphor, personification, hyperbole, and idiom.</p>	<p>How does word choice impact the overall meaning of the text?</p>
<p><u>CCSS.ELA-LITERACY.RL.4.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Students will be able to identify text type. Support that claim with specific elements such as prose, stage directions, and rhyme scheme.</p> <p>Act out reader's theater utilizing stage directions accurately.</p> <p>Given a story and poem on a similar topic, students will cite and explain the differences between the two pieces with the common theme.</p>	<p>Ways that different types of literature are organized and vocabulary that describes the genre.</p> <p>Exposure to different structures of poems (haiku, free verse, and rhyme scheme).</p>	<p>What type of text am I reading?</p>

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>To be added after year one implementation of Journeys series.</p>		
<p><u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Utilizing Venn Diagrams, students will compare and contrast the text and a visual presentation of the text (i.e., movie adaptation).</p> <p>Analyze a graphic novel (including facial expressions, font features, etc.) and be able to write a summary using pictures and captions.</p> <p>Given a collection of pictures, students will complete the writing process to tell the story of the picture (Harris Burdick story).</p>	<p>How to use a Venn Diagram with sufficiently supported details.</p> <p>Understanding how different presentations of texts can tell a story.</p> <p>Using a picture to apply all the mini-lessons on the writing process.</p>	<p>How does telling a story in pictures differ from words?</p>
<p><u>CCSS.ELA-LITERACY.RL.4.8</u> (RL.4.8 not applicable to literature)</p>			

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><u>CCSS.ELA-LITERACY.RL.4.9</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Through exposure to literature, students will identify that characters, events and themes will have similarities and patterns.</p> <p>Students will identify that characters solve problems in differing ways across stories.</p> <p>In an author study, students will conduct book talks and then identify patterns and similarities across books.</p> <p>Other culminating book projects may include book swaps and reviews.</p>	<p>Understand core elements of theme, genre, plot, and conflict resolution.</p> <p>Give an engaging oral presentation with appropriate verbal and nonverbal language.</p> <p>Students will understand that similar themes and topics appear in different forms of literature.</p>	<p>How can similar themes be portrayed through different stories, authors, and genres?</p>
<p><u>CCSS.ELA-LITERACY.RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Through monthly reading goals, students are exposed to different genres and authors.</p> <p>Read and comprehend text with steadily increasing complexity.</p>	<p>Comprehend various forms of literature independently and proficiently use strategies taught throughout the year.</p> <p>With teacher assistance, students are developing an inherent knowledge of their unique reading profile.</p>	<p>Why do we read?</p> <p>How do readers adapt when the text becomes more complex?</p>