

## Fifth Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.5.1</u></b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Lesson summative assessment written response using claim, evidence, warrant (ACE: answer, cite, explain) in their paragraph.</p>	<p>Students understand the correct conventions of writing an extended response.</p>	<p>“What is the main idea?”  “What are the supporting details?”</p>
<p><b><u>CCSS.ELA-LITERACY.RL.5.2</u></b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Students complete graphic organizers detailing character motivation through actions, thoughts, traits, and dialogue; conflict/resolution; or plot chart detailing characters, settings, conflict, resolution, and plot events.</p>	<p>Students understand author’s purpose, conflict/resolution, and character motivation leading to theme of story.</p>	<p>“How does a character’s actions, motivations, and traits influence the theme of the story?”</p>
<p><b><u>CCSS.ELA-LITERACY.RL.5.3</u></b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Students compare and contrast the folk hero Johnny Applesseed with the historical figure through reading two different texts and completing Venn diagram.</p>	<p>Students understand how tales of historical figures can become “larger than life.”</p>	<p>“What is a tall tale?”</p>
<p><b><u>CCSS.ELA-LITERACY.RL.5.4</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Students complete a grammar unit on figurative language: metaphors, similes, alliterations, onomatopoeias, idioms and clichés, and personification.</p> <p>Students will close read to identify author’s use of figurative language.</p>	<p>Students can successfully identify the various forms of figurative language.</p> <p>Students can identify how an author uses figurative language to heighten interest.</p>	

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.5.5</u></b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students use graphic organizers to identify story and plot elements, sequence of events, as well as to summarize plot progression in the story. Students create storyboards or comic strips to highlight main plot points.</p>	<p>Students identify the essential plot events that lead to the solution of the character’s conflict (which may be several in a longer form of literature).</p> <p>Students understand chronological cues (dates, time, transition phrases) to identify sequence of events in a narrative (beginning, middle, and end).</p>	<p>“What is a narrative? What are the elements that go into a narrative?”</p>
<p><b><u>CCSS.ELA-LITERACY.RL.5.6</u></b> Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Students use primary sources and nonfiction stories, <i>The Log of Christopher Columbus</i> and Jane Yolen’s <i>Encounter</i>, to identify bias and/or point of view in the recording of historical events.</p> <p>Students use graphic organizers to understand character development, sequence of events, and how themes are woven into a story.</p> <p>Students work on an alternate version of a well-known story, telling the story from another character’s viewpoint; or they add an additional chapter to further resolve favorite tales.</p>	<p>Students identify how events can be interpreted differently based on the point of view of the author.</p> <p>Students understand how the character’s view of different cultures may affect or bias their point of view.</p>	<p>“How does character point of view affect what gets told in a story?”</p>

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<b><u>CCSS.ELA-LITERACY.RL.5.7</u></b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	Students complete a Venn diagram comparing and contrasting a novel with its movie adaptation. Students examine how real historical figures become larger than life. How does a tall tale come into being?	Students understand the different literary elements that go into a novel, versus dramatic, visual elements necessary for a movie.  Students understand how basic historical events become exaggerated over time and continue storytelling.	
<b><u>CCSS.ELA-LITERACY.RL.5.8</u></b> (RL.5.8 not applicable to literature)			
<b><u>CCSS.ELA-LITERACY.RL.5.9</u></b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Using narratives from historical events, we compare and contrast how the same event can be interpreted differently based on individual bias.  Examine two stories with similar themes, and how the author’s mood or tone in the story is different: comedic versus tragic. What use of language and structure go into making this happen?	Students understand the difference between mood and tone and how it affects interpretation of literature.  Students understand how similar events and genres can be affected by author choices.	
<b><u>CCSS.ELA-LITERACY.RL.5.10</u></b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Independent reading of a variety of genres related to the week’s lesson is built into reading curriculum.  Students are asked to research a major research project using multiple written and online sources.	Students build up independent reading stamina in multiple genres, journaling responses to the text through literary prompts.	“Why do we read?”

### Sixth Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.6.1</u></b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Write a four paragraph extended response using claim/evidence/warrant.</p>	<p>Students understand differences between and how to write a claim, evidence, and warrant.</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.6.2</u></b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Complete 5-Ws charts and write the central idea of nonfiction text. Complete plot chart and/or character-trait chart. Identify theme or author’s message in the story.</p>	<p>Students understand the terms central idea and theme.</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.6.3</u></b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Discuss text and identify story elements to complete chart. Analyze character’s response by writing a claim/evidence/warrant.</p>	<p>Students understand terms in story element chart: characters, setting, plot, conflict and resolution.</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.6.4</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Close read section of text to analyze author’s use of figurative language.</p>	<p>Students understand meaning of figurative language terms and can interpret how their use affects meaning.</p>	

<b>Standards</b>	<b>Skills (What do students do?)</b>	<b>Concepts (What do students know?)</b>	<b>Essential Questions</b>
<b><u>CCSS.ELA-LITERACY.RL.6.5</u></b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Close read section of text and identify text structure. Identify plot elements and complete plot diagram.	Students understand exposition, rising action, climax, falling action, and resolution.	
<b><u>CCSS.ELA-LITERACY.RL.6.6</u></b> Explain how an author develops the point of view of the narrator or speaker in a text.	In nonfiction, identify author's tone and bias in text. For fiction, complete point of view chart and support ideas with text evidence.	Students understand differences in character's beliefs.	
<b><u>CCSS.ELA-LITERACY.RL.6.7</u></b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Dramatize sections of text. Compare experiences reading to dramatization. Compare/contrast text with movie version.	Students understand how various points (characterization, plot, symbolism, theme) are highlighted differently through text description versus video.	
<b><u>CCSS.ELA-LITERACY.RL.6.8</u></b> (No standard for 6th grade.)			
<b><u>CCSS.ELA-LITERACY.RL.6.9</u></b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare/contrast paired texts using a Venn diagram. Consider differences in author's purpose, message, and text structure.	Students understand three main forms of author's purpose -- persuade, inform, entertain. Students can identify common themes in both texts and identify similarities and differences in author's approach to the message (genre, techniques -- text structure, real-life stories, emotional language, persuasive language, and humor).	

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.6.10</u></b>            By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students will read a variety of genres at their appropriate Lexile band. When at the higher end, students will receive support including graphic organizers to aid comprehension.</p>	<p>Kids understand the value of reading at an appropriate level and work to build their reading stamina.</p>	

## Seventh Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.7.1</u></b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students will write claim evidence warrant paragraphs citing specific evidence from literature and use inferences in the warrant. Students will use claim evidence warrant in their extended responses.</p>	<p>Claim Evidence Warrant in extended responses</p> <p>Inferences in the warrant</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.7.2</u></b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>Students will continue development of summaries with scaffolded word requirements, use different types of media to work on paraphrasing skills, Write responses on theme through author's purpose</p>	<p>Summarizing</p> <p>Paraphrasing</p> <p>Discovering how author's purpose can affect themes</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.7.3</u></b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Students will continue development of plot maps, characterization with more complex pieces of literature. They will write from a character's point of view showing emotional life experiences.</p>	<p>Plot development, Characterization, Setting, Writing from point of view</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.7.4</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Students will participate in class discussion and practice using figurative language in their vocabulary and writing. Students will be introduced to 10 Academic Language vocabulary words commonly used throughout content areas and write using them.</p>	<p>Introduction to Academic Language</p> <p>Figurative Language analysis with more complex connotations</p>	

<b>Standards</b>	<b>Skills (What do students do?)</b>	<b>Concepts (What do students know?)</b>	<b>Essential Questions</b>
<b><u>CCSS.ELA-LITERACY.RL.7.5</u></b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Student will analyze structure in literature and how it affects the meaning of the text.		
<b><u>CCSS.ELA-LITERACY.RL.7.6</u></b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Student will complete writing activities from different perspectives, compare and contrast essays based on characters' point of views. They will review point of view (1st, 2nd, 3rd, objective, etc.).	Point of view Compare/Contrast points of view	
<b><u>CCSS.ELA-LITERACY.RL.7.7</u></b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Students will write compare and contrast essays using novels and film with emphasis on musical score and how it highlights particular scenes. In the short stories students analyze how music creates drama. (e.g. Lamb to the Slaughter; The Giver and The Truman Show)	Compare / contrast literature with multimedia	
<b><u>CCSS.ELA-LITERACY.RL.7.8</u></b> No standard for 7th grade.			
<b><u>CCSS.ELA-LITERACY.RL.7.9</u></b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Students will read historical pieces of fiction to relate to social studies curriculum and events today. Students will complete an author study of S.E. Hinton to analyze her purpose.	Compare / Contrast literature to history, Author's purpose	
<b><u>CCSS.ELA-LITERACY.RL.7.10</u></b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students accomplish this goal by completing a series of novels, short stories and readings throughout that year that focus on a variety of skills.	Short story comprehension/analysis Novel comprehension/analysis Text complexity	

## Eighth Grade Reading Scope and Sequence

Standards	Skills (What do students do?)	Concepts (What do students know?)	Essential Questions
<p><b><u>CCSS.ELA-LITERACY.RL.8.1</u></b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Skills: Student will master Claim, Evidence, Warrant format citing evidence and explaining connection of evidence to the claims by writing five paragraph essays with multiple evidences and warrants.</p>	<p>Concepts: Claim Evidence Warrant written responses on a wide variety of topics and in a wide variety of formats</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.8.2</u></b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Skills: Students will be able to clearly identify theme, complete in depth character analysis by formulating written responses, complete plot summary detailing the different parts of a story, paraphrasing lengthy speeches and sections of novels, and contextualizing event of a story based on novels and short stories.</p>	<p>Concepts: Theme, Paraphrasing, Analyzation, Setting, Academic Language</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.8.3</u></b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Skills: Students will be able to complete complex dialogue analysis through quote analysis papers, character development by comparing and contrasting characters and attempting to see things from different points of view, identifying rising action, climax, falling action and the different elements of the story.</p>	<p>Concepts: Plot elements, character analysis, quote analysis, point of view etc.</p>	
<p><b><u>CCSS.ELA-LITERACY.RL.8.4</u></b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Skills: Students will complete vocabulary development by pulling in-text words by self-identifying words students are unfamiliar with, use of figurative language in novels, creating written responses analyzing tone and mood.</p>	<p>Concepts: Vocabulary development, figurative language, tone, and mood.</p>	

<b>Standards</b>	<b>Skills (What do students do?)</b>	<b>Concepts (What do students know?)</b>	<b>Essential Questions</b>
<b><u>CCSS.ELA-LITERACY.RL.8.5</u></b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Skills: Students will complete compare and contrast essays and written responses based on novels and short stories. Student will identify different writing styles and how they affect the story.	Concepts: Compare and Contrast, Writing Style, Author Analysis	
<b><u>CCSS.ELA-LITERACY.RL.8.6</u></b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Skills: Students will complete writing activities from the differing points of view. They will complete complex analysis on the development of suspense, e.g. the building to the climax of <i>Boy in the Striped Pajamas</i> .	Concepts: Point of view, Irony, Suspense, Humor	
<b><u>CCSS.ELA-LITERACY.RL.8.7</u></b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Skills: Students will work on comparing how the novels read in class have been adapted to film versions and looking at the changes made to the adaptations, and the possible reasons why the directors, actors or writers made these changes.	Concepts: Author's voice, Compare and Contrast, Film Study	
<b><u>CCSS.ELA-LITERACY.RL.8.8</u></b> (No standard for 7th grade.)			
<b><u>CCSS.ELA-LITERACY.RL.8.9</u></b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	No Coverage.	No Coverage.	

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<p><b><u>CCSS.ELA-LITERACY.RL.8.10</u></b>            By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p>Students will accomplish this goal by completing a series of novels, short stories and readings throughout that year that focus on a variety of skills.</p>	<p>Concepts: Comprehension, Analysis, Vocabulary Development, Fluency, etc.</p>	

**APPENDIX**

**Grade Level Novel List**

Grade Level Core Novels

Grade Level Core Lit. Novels

Grade Level SPINOUT Novels

	Grade 5	Grade 6	Grade 7	Grade 8
<b>Tier One Permanent</b>	<p>-Sign of the Beaver</p> <p>-Stargirl</p> <p>-The Watsons Go to Birmingham</p> <p>-Lions of Little Rock</p> <p>-Schooled</p> <p>-Joey Pigza Swallowed a Key</p> <p>-The Westing Game</p> <p>-Alice’s Adventures in Wonderland</p> <p>-I am Malala</p> <p>-The Ramayana</p> <p>-Great Books Roundtable 1</p>	<p>-Trapped</p> <p>-Steal Like an Artist</p> <p>-The Golden Goblet</p> <p>-Around the World in Eighty Days</p> <p>-Animal Farm</p> <p>-The Omnivore’s Dilemma</p> <p>-King Arthur and His Knights of the Round Table</p> <p>-Great Books Roundtable 2</p>	<p>-The Giver</p> <p>-The Outsiders</p> <p>-The Testing</p> <p>-Grimm’s Fairy Tales</p> <p>-Chinese Cinderella</p> <p>-Red Scarf Girl</p> <p>-Fahrenheit 451</p> <p>-Edith Hamilton’s Mythology</p> <p>-A Midsummer Night’s Dream</p> <p>-The Count of Monte Cristo</p>	<p>-Boy in the Striped Pajamas</p> <p>-Freak the Mighty</p> <p>-The Fifth Wave</p> <p>-The Enemy</p> <p>-Nothing But the Truth</p> <p>-Roll of Thunder Hear My Cry</p> <p>-The Infinite Sea</p> <p>-Dateline Troy</p> <p>-The Iliad</p> <p>-The Book Thief</p> <p>-Eats, Shoots, and Leaves</p> <p>-Shakespeare Play</p>

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Tier Two Fluid</b>	<ul style="list-style-type: none"> <li>-Indian Captive</li> <li>-Be a Perfect Person in Just Three Days</li> <li>-George Washington's Socks</li> <li>-Any Small Goodness</li> <li>-The House on Mango Street</li> <li>-Weedflower</li> <li>-Number the Stars</li> <li>-Hatchet</li> <li>-Scorpions</li> <li>-Milkweed</li>   <li>-Alice Through the Looking Glass</li> </ul>	<ul style="list-style-type: none"> <li>-Lit Circles</li> <li>- Code Talker, Elephant Run, Ties That Bind, Ties That Break, Someone Named Eva, Torn Thread, Homeless Bird, Under the Blood-Red Sun, The Adventures of Robin Hood, The Breadwinner</li>   <li>-A Murder, a Mystery and a Marriage</li> <li>-The Diary of Anne Frank</li> <li>-No Promises in the Wind</li> </ul>	<ul style="list-style-type: none"> <li>-A Long Walk to Water</li> <li>-The Westing Game</li> <li>-Wonder</li> <li>-The Adventures of Sherlock Holmes</li> <li>-And Then There Were None</li> </ul>	<ul style="list-style-type: none"> <li>-Lord of the Flies</li> <li>-Call of the Wild</li> <li>-Night</li> <li>-Ender's Game</li> <li>-Shakespeare play(selected with CST annual production)</li> <li>-Of Beetles and Angels</li> <li>-A Separate Peace</li> <li>-The Pearl</li> <li>-Girl with a Pearl Earring</li> <li>-Night</li> </ul>
<b>Tier 3 Retired On Shelf</b>	<ul style="list-style-type: none"> <li>-Missing May</li> <li>-From the Mixed-Up Files of Mrs. Basil E. Frankweiler</li> <li>-Mrs. Frisby and the Rats of NIMH</li> <li>-When Zachary Beaver Came to Town</li> <li>-Bridge to Terabithia</li> <li>-Julie of the Wolves</li> <li>-Jackie Robinson, the Bravest Man in Baseball</li> <li>-Night of the Twisters</li> <li>-The Pushcart War</li> <li>-Becoming Naomi Leon</li> <li>-Maniac Magee</li> <li>-Adam of the Wolves</li> </ul>	<ul style="list-style-type: none"> <li>- Tuck Everlasting</li> <li>- A Door in the Wall</li> <li>- Catherine Called Birdy</li> <li>- The Midwife's Apprentice</li> <li>- The Squire's Tale</li>   <li>-Three Cups of Tea</li> </ul>	<ul style="list-style-type: none"> <li>-Witch of Blackbird Pond</li> <li>-The Great Gilly Hopkins</li> <li>-Huckleberry Finn</li> <li>-Year of Impossible Goodbyes</li> <li>-The Pigman</li> <li>-My Brother Sam is Dead</li> </ul>	<ul style="list-style-type: none"> <li>-Summer of My German Soldier</li> <li>-Diary of Anne Frank</li> <li>-Rosa Parks</li> <li>-Hiroshima</li> <li>-Lyddie</li> <li>-I Am The Cheese</li> <li>-The Moved Outers</li> <li>-Shane</li> <li>-Hamlet</li> <li>-Much Ado About Nothing</li> </ul>

	Grade 5	Grade 6	Grade 7	Grade 8
<b>Tier 4 Books under consideration</b>	-Blood River -Woods Runner -Ghost Hawk -The Mostly True Adventures of Homer P. Figg		-The Bamboo People -The Curious Incident of the Dog in the Night-Time -The 14th Goldfish -The Honest Truth -Awake/The Cellar -Pay It Forward by Catherine Ryan Hyde	-All American Boys by Brendan Kiely  -Eleven by Tom Rogers -Unwind by Neal Shusterman -Fallout by Todd Strasser (1962 Nuclear Bomb threat story) -Orbiting Jupiter by Gary Schmidt The Lions of Little Rock -The Martian by Andy Weir -True Diary of a Part-Time Indian by Sherman Alexie  <a href="#">To Be a Hero (Great Books Collection)</a>

### Short Stories

The list of short stories varies from year to year based on several factors.

Below are the main stories supplemented with other selections.

- Story of an Hour
- Dr. Heidegger's Experiment
- The Tell Tale Heart
- The Bet
- The Lottery
- The Open Boat
- Harrison Bergeron
- The Curious Case of Benjamin Button