

# Reading Curriculum Scope and Sequence

Londonderry Middle School Reading – Revised March 23, 2005

| Grade 6   | Grade 7  | Grade 8  |
|---|--|--|
| <p>I. <u>Comprehension</u></p> <p>a. <u>Reading Process</u><br/> <i>Students will understand that reading is a process and apply before, during, and after reading strategies.</i></p> <ol style="list-style-type: none"> <li>i. Before reading</li> <li>ii. During reading</li> <li>iii. After reading</li> </ol> <p>b. <u>Understanding Literary Text</u><br/> <i>Students will demonstrate an understanding of literary text through summarizing, paraphrasing, or sequencing major events.</i></p> <ol style="list-style-type: none"> <li>i. Character               <ol style="list-style-type: none"> <li>1. Changes in character over time</li> </ol> </li> <li>ii. Setting               <ol style="list-style-type: none"> <li>1. Changes in setting over time</li> </ol> </li> <li>iii. Plot</li> <li>iv. Problem/Solution</li> <li>v. Paraphrasing</li> <li>vi. Summarizing</li> <li>vii. Sequencing major events</li> <li>viii. Literary texts include poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, and mysteries with a focus on science fiction, myths, and legends.</li> </ol> | <p>I. <u>Comprehension</u></p> <p>a. <u>Reading Process</u><br/> <i>Students will understand that reading is a process and apply before, during, and after reading strategies.</i></p> <ol style="list-style-type: none"> <li>i. Before reading</li> <li>ii. During reading</li> <li>iii. After reading</li> </ol> <p>b. <u>Understanding Literary Text</u><br/> <i>Students will demonstrate an understanding of literary text through summarizing, paraphrasing, or sequencing major events.</i></p> <ol style="list-style-type: none"> <li>i. Character               <ol style="list-style-type: none"> <li>1. Changes in character over time</li> </ol> </li> <li>ii. Setting               <ol style="list-style-type: none"> <li>1. Changes in setting over time</li> </ol> </li> <li>iii. Plot               <ol style="list-style-type: none"> <li>1. <b>Rising action</b></li> <li>2. <b>Climax</b></li> <li>3. <b>Falling action</b></li> </ol> </li> <li>iv. Problem/Solution</li> <li>v. Paraphrasing</li> <li>vi. Summarizing</li> <li>vii. Sequencing major events</li> <li>viii. Literary texts include poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, and mysteries with a focus on science fiction, myths, and legends <b>with a focus on</b></li> </ol> | <p>I. <u>Comprehension</u></p> <p>a. <u>Reading Process</u><br/> <i>Students will understand that reading is a process and apply before, during, and after reading strategies.</i></p> <ol style="list-style-type: none"> <li>i. Before reading</li> <li>ii. During reading</li> <li>iii. After reading</li> </ol> <p>b. <u>Understanding Literary Text</u><br/> <i>Students will demonstrate an understanding of literary text through summarizing, paraphrasing, or sequencing major events.</i></p> <ol style="list-style-type: none"> <li>i. Character               <ol style="list-style-type: none"> <li>1. Changes in character over time</li> </ol> </li> <li>ii. Setting               <ol style="list-style-type: none"> <li>1. Changes in setting over time</li> </ol> </li> <li>iii. Plot               <ol style="list-style-type: none"> <li>1. Rising action</li> <li>2. Climax</li> <li>3. Falling action</li> </ol> </li> <li>iv. <b>Subplots</b></li> <li>v. Problem/Solution</li> <li>vi. Paraphrasing</li> <li>vii. Summarizing</li> <li>viii. Sequencing major events</li> <li>ix. Literary texts include poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, and mysteries with a focus on science fiction, myths, and legends with a focus on short stories and <b>epics</b></li> </ol> |

## Grade 6

## Grade 7

## Grade 8

| Grade 6   | Grade 7<br>short stories.   | Grade 8<br>(poems, novels, dramas).  |
|---|---|--|
| <p>c. <b>Analysis and Interpretation of Literary Text</b><br/> <b>Students will analyze and interpret elements of literary texts.</b></p> <ul style="list-style-type: none"> <li>i. Explain/support logical predictions</li> <li>ii. Describe characters traits, motivations, interaction/cite evidence to support</li> <li>iii. Make inferences about cause/effect</li> <br/> <li>iv. External conflict               <ul style="list-style-type: none"> <li>1. person versus person</li> <li>2. person versus nature</li> <li>3. person versus society</li> <li>4. person versus fate</li> </ul> </li> <br/> <li>v. Explain relationships among elements in text</li> <br/> <li>vi. Explain how the narrators point of view effects the readers interpretation</li> <br/> <li>vii. Identify the authors message or theme</li> </ul> | <p>c. <b>Analysis and Interpretation of Literary Text</b><br/> <b>Students will analyze and interpret elements of literary texts.</b></p> <ul style="list-style-type: none"> <li>i. Explain/support logical predictions</li> <li>ii. Describe characters traits, motivations, interaction/cite evidence to support</li> <li>iii. Make inferences about cause/effect</li> <br/> <li>iv. External conflict               <ul style="list-style-type: none"> <li>1. person versus person</li> <li>2. person versus nature</li> <li>3. person versus society</li> <li>4. person versus fate</li> </ul> </li> <br/> <li>v. <b>Internal Conflict</b> <ul style="list-style-type: none"> <li>1. <b>person versus self</b></li> </ul> </li> <li>vi. Explain relationships among elements in text</li> <br/> <li>vii. Explain how the narrators point of view effects the readers interpretation</li> <br/> <li>viii. <b>Explain how the author's message or theme is supported within the text.</b></li> <li>ix. Identify the authors message or theme</li> </ul> | <p>c. <b>Analysis and Interpretation of Literary Text</b><br/> <b>Students will analyze and interpret elements of literary texts.</b></p> <ul style="list-style-type: none"> <li>i. Explain/support logical predictions</li> <li>ii. Describe characters traits, motivations, interaction/cite evidence to support</li> <li>iii. <b>Stereotype</b></li> <li>iv. <b>Antagonist/protagonist</b></li> <li>v. Make inferences about cause/effect</li> <li>vi. External conflict               <ul style="list-style-type: none"> <li>1. person versus person</li> <li>2. person versus nature</li> <li>3. person versus society</li> <li>4. person versus fate</li> </ul> </li> <li>vii. Internal Conflict               <ul style="list-style-type: none"> <li>1. person versus self</li> </ul> </li> <li>viii. Explain relationships among elements in text</li> <br/> <li>ix. Explain how the narrators point of view effects the readers interpretation</li> <li>x. <b>Understand universal themes</b></li> <li>xi. Explain how the author's message or theme is supported within the text.</li> <li>xii. Identify the authors message or theme</li> </ul> |

## Grade 6

## Grade 7

## Grade 8

viii. Demonstrate knowledge of literary elements

1. imagery
2. exaggeration
3. simile
4. metaphor
5. foreshadowing
6. suspense

d. Understanding Informational Text

Students will demonstrate initial understanding of informational text uses.

- i. Obtain information from text features
  1. table of contents
  2. glossary
  3. index
  4. transition words/phrases
  5. bold or italicized text
  6. headings of subheadings
  7. graphic organizers, charts, graphs, illustrations
- ii. Use information from text to answer questions related to the main idea and key details
- iii. Organize information to show understanding

x. Demonstrate knowledge of literary elements

1. imagery
2. exaggeration
3. simile
4. metaphor
5. foreshadowing
6. suspense
7. **repetition**
8. **flashback**
9. **personification**

d. Understanding Informational Text

Students will demonstrate initial understanding of informational text uses.

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  1. table of contents
  2. glossary
  3. index
  4. transition words/phrases
  5. bold or italicized text
  6. headings of subheadings
  7. graphic organizers, charts, graphs, illustrations
  8. **transitional devices**
- ii. Use information from text to answer questions related to the main idea and key details
- iii. Use information from text to state the main/central ideas or details within text.
- iv. Organize information to show understanding

xiii. Demonstrate knowledge of literary elements

2. imagery
3. exaggeration
4. simile
5. metaphor
6. foreshadowing
7. suspense
8. repetition
9. flashback
10. personification
11. **hyperbole**
12. **symbolism**
13. **use of punctuation**

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  7. graphic organizers, charts, graphs, illustrations
  8. transitional devices
- ii. Use information from text to answer questions related to the main idea and key details
- iii. Use information from text to state the main/central ideas or details within text.
- iv. Organize information to show understanding or relationships among facts, ideas and events.

## Grade 6

## Grade 7

## Grade 8

- iv. Reference materials to include dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, internet websites, public documents and discourse, essays, and articles
- v. Practical texts include procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, and pamphlets

### e. Analysis and interpretation of Informational Texts

Students will analyze and interpret informational texts

- i. Connecting information within or across texts
- ii. Synthesize information
- iii. Draw inferences
- iv. Determine author's purpose
  1. inform
  2. explain
  3. entertain
  4. entertain
  5. persuade
- v. Distinguish fact from opinion
- vi. Make inferences about cause and effect

- v. Reference materials to include dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, internet websites, public documents and discourse, essays, articles, and **technical materials.**
- vi. Practical texts include procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, and pamphlets

### e. Analysis and interpretation of Informational Texts

Students will analyze and interpret informational texts

- i. Connecting information within or across texts
- ii. **Explain connections about information within a text, across texts, or to related ideas.**
- iii. Synthesize **and evaluate** information
- iv. Draw inferences **using supporting evidence to evaluate**
- v. Determine author's purpose
  1. inform
  2. explain
  3. entertain
  4. entertain
  5. persuade
- vi. Distinguish fact from opinion **or conflicting information within or across texts.**
- vii. Make inferences about cause and effect

- v. Reference materials to include dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, internet websites, public documents and discourse, essays, articles, and technical materials.
- vi. Practical texts include procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, and pamphlets and **schedules.**

### e. Analysis and interpretation of Informational Texts

Students will analyze and interpret informational texts

- i. Connecting information within or across texts
- ii. Explain connections about information within a text, across texts, or to related ideas.
- iii. Synthesize and evaluate information
- iv. Draw inferences using supporting evidence to evaluate
- v. Determine author's purpose
  1. inform
  2. explain
  3. entertain
  4. entertain
  5. persuade
- vi. Distinguish fact from opinion or conflicting information within or across texts.
- vii. Make inferences about cause and effect

## Grade 6

## Grade 7

## Grade 8

### II. Word Study

Students will use strategies to identify the meaning of unfamiliar vocabulary.

- a. **Word Identification**
  - i. Decoding
- b. **Parts of speech**
- c. **Vocabulary Development**
  - i. Prefix, suffix, and base words
  - ii. Context clues
- d. **Breadth of Vocabulary**
  - i. Synonyms and antonyms
  - ii. Homonyms, and homophones
  - iii. Shades of meaning
  - iv. Multiple meanings
- e. **Figurative Language**

### III. Study Skills

Students will learn and apply a range of study skills.

- a. **Following directions**
  - i. Oral directions
  - ii. Written directions
- b. **Time management and organization**
  - i. using assignment notebook
  - ii. setting goals and priorities
  - iii. managing long term assignments
- c. **Note taking**
  - i. Using graphic organizers
- d. **Studying for tests and quizzes**
  - i. Creating flashcards
  - ii. Using study guides
  - iii. Using mnemonic memory strategies

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- a. **Word Identification**
  - i. Decoding
- b. **Parts of speech**
- c. **Vocabulary Development**
  - i. Prefix, suffix, and base words
  - ii. Common roots and word origins
  - iii. Context clues
- d. **Breadth of Vocabulary**
  - i. Synonyms and antonyms
  - ii. Homonyms, and homophones
  - iii. Shades of meaning
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- e. **Figurative Language**

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- a. **Word Identification**
  - i. Decoding
- b. **Parts of speech**
- c. **Vocabulary Development**
  - i. Prefix, suffix, and base words
  - ii. Common roots and word origins
  - iii. Word origins including words from other languages adopted into our own
  - iv. Context clues
- d. **Breadth of Vocabulary**
  - i. Synonyms and antonyms
  - ii. Homonyms, and homophones
  - iii. Shades of meaning

Grade 6

Grade 7

Grade 8

|                |  |  |
|----------------|--|--|
| e. Test taking |  |  |
|----------------|--|--|