

2024 - 2025 Reading (Theme: In Motion)

Grades: 5-8	This year-long reading course is designed to enhance students' reading and analytical skills through a focused exploration of diverse literary forms including fiction, nonfiction, poetry, and drama. The central theme, "In Motion," will guide students as they engage with texts that explore personal growth, societal shifts, and historical movements. This thematic exploration aims to build deep comprehension, critical thinking, and a nuanced understanding of how individuals and communities evolve.
Length: Two Semesters	
Prerequisites: None	

Year Outline

Main Units	Sub-Units	Skills Developed
Fiction and Nonfiction (Quarter 1)	Science and Technology	<p>Students will:</p> <p>Cite Evidence: Students will cite textual evidence to support analysis and inferences drawn from texts, ensuring a strong understanding of the text's explicit content and underlying themes.</p> <p>Identify Themes: Students will determine and analyze the development of themes or central ideas in texts, summarizing main ideas or events in correct sequence.</p> <p>Analyze Dialogue and Incidents: Students will analyze how dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke decisions.</p> <p>Understand Word Meaning: Students will determine the meaning of words and phrases in context, including figurative and connotative meanings, and analyze the impact of specific word choices on meaning and tone.</p> <p>Compare Text Structures: Students will compare and contrast the structure of different texts, analyzing how structure contributes to meaning and style.</p> <p>Analyze Point of View: Students will analyze how differences in the points of view of characters and the audience create effects such as suspense or humor.</p> <p>Evaluate Adaptations: Students will analyze how filmed or live productions of stories or dramas stay faithful to or depart from the original texts, evaluating directorial choices.</p>
Short Stories (Quarter 1 & 2)	Civil War	
Poetry (Quarter 2)	Civil War Westward Expansion	

Types of Nonfiction (Quarter 3)	Westward Expansion Civil Rights Literature Circles	Comprehend Diverse Literature: Students will read and comprehend a range of literature from various cultures, ensuring exposure to different perspectives and complexity levels. Analyze Informational Texts: Students will determine central ideas and subtopics in informational texts, analyzing their development and summarizing the content accurately. Evaluate Arguments: Students will delineate and evaluate arguments and specific claims in texts, assessing reasoning and evidence, and recognizing irrelevant evidence or bias.
Drama (Quarter 4)	Civil Rights Literature Circles	Engage in Discussions: Students will engage effectively in collaborative discussions with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly. Vocabulary Development: Students will determine or clarify the meaning of unknown words using various strategies, demonstrate understanding of figurative language, and acquire and use grade-appropriate academic and domain-specific vocabulary.

Class Breakdown

Class Breakdown		
Class A	Class B	Class C

- **Cite Evidence:** Begin citing textual evidence for analysis.
- **Identify Themes:** Determine and summarize the theme or central idea.
- **Analyze Dialogue and Incidents:** Describe plot development and character responses.
- **Compare Text Structures:** Analyze how text structure contributes to meaning.
- **Analyze Point of View:** Explain the author's development of narrative perspective.
- **Modern Fiction Analysis:** Compare different forms of texts on similar themes.
- **Comprehend Diverse Literature:** Read and understand a range of literature.
- **Analyze Informational Texts:** Determine and summarize central ideas and subtopics.
- **Evaluate Arguments:** Trace and assess arguments and claims in texts.
- **Engage in Discussions:** Participate in discussions on class topics and texts.
- **Presentation Skills:** Present claims and findings clearly with relevant details.
- **Vocabulary Development:** Determine meanings of unknown words and figurative language.

- **Cite Evidence:** Cite several pieces of textual evidence for analysis.
- **Identify Themes:** Determine and analyze theme development over the text.
- **Analyze Dialogue and Incidents:** Analyze how story elements interact (e.g., setting and characters).
- **Compare Text Structures:** Analyze how form or structure contributes to meaning.
- **Analyze Point of View:** Analyze how author contrasts different points of view.
- **Modern Fiction Analysis:** Compare fictional portrayals with historical or cultural accounts.
- **Comprehend Diverse Literature:** Read and understand literature from various cultures.
- **Analyze Informational Texts:** Determine and analyze central ideas and subtopics.
- **Evaluate Arguments:** Assess reasoning and evidence in arguments and claims.
- **Engage in Discussions:** Build on and express ideas clearly in discussions.
- **Presentation Skills:** Present findings coherently with relevant evidence.
- **Vocabulary Development:** Determine meanings and interpret figures of speech.

- **Cite Evidence:** Cite evidence that strongly supports analysis.
- **Identify Themes:** Analyze theme development and its relationship to characters and plot.
- **Analyze Dialogue and Incidents:** Examine how dialogue and incidents influence the plot and characters.
- **Compare Text Structures:** Compare and contrast text structures and their impact on meaning.
- **Analyze Point of View:** Analyze how different perspectives create effects like suspense or humor.
- **Modern Fiction Analysis:** Analyze how modern fiction draws on traditional themes and patterns.
- **Comprehend Diverse Literature:** Read and understand literature from various cultures.
- **Analyze Informational Texts:** Summarize and analyze central ideas and subtopics.
- **Evaluate Arguments:** Identify bias and propaganda in arguments and claims.
- **Engage in Discussions:** Clearly express and build on ideas in collaborative discussions.
- **Presentation Skills:** Present findings with clear reasoning and well-chosen details.
- **Vocabulary Development:** Understand meanings of unknown words and figurative language.

Semester 1: Quarter 1

Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives
Fiction and Nonfiction Sub-Unit: Science and Technology	RL.KI.2.6-8 RL.KI.3.6-8 RL.CS.4.6-8 RL.CS.5.6-8 RL.IK.7.6-8	<p>Themes and central ideas in texts emerge and evolve through characters, settings, and plot events.</p> <p>Dialogue and key events in a story drive the narrative forward, revealing character traits and influencing characters' decisions.</p> <p>The meaning of words and phrases depends on their context, including figurative and connotative meanings.</p> <p>Different texts utilize various structures, such as chronological order or cause and effect, to convey meaning and influence readers' interpretations.</p> <p>Written texts and their live adaptations can differ significantly in interpretation and presentation.</p>	fiction confirm decision determine evidence fact fantasy investigate opinion prove argue battle challenge compete conclude convince issue force energy frequency artificial intelligence resistance	<p>Big Questions:</p> <p>Unit 1 Fiction and Nonfiction: How do we decide what is true?</p> <p>Unit 2 Short Stories: Is conflict always bad?</p> <p>Students will:</p> <ul style="list-style-type: none"> recognize and appreciate fiction, nonfiction, and short stories as literary forms read and analyze a variety of fiction, nonfiction, and short stories apply reading skills: making inferences, using prior knowledge, asking questions, drawing conclusions analyze literary elements such as plot, narrator, author's perspective, and tone compare literary works and the experience of reading versus watching (e.g. The Wild Robot). build vocabulary and vocabulary concepts compare different narrative perspectives in fiction and nonfiction explore ethical dilemmas presented in fiction and nonfiction related to science and technology

- | | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none">• analyze the influence of the author's background and perspective on their writing |
|--|--|--|--|---|

Suggested Activities and Resources	<p>Books: (Subject to change) Class A - "The Wild Robot" by Peter Brown Class B - "The Boy Who Harnessed the Wind" by William Kamkwamba, The Inuit Thought of It by AlooTok Ipele and David MacDonald Class C - "Hidden Figures" by Margot Lee Shetterfly, Indigenous Ingenuity by Deidre Havrelock and Edward Kay</p> <p>Resources: Prentice Hall Literature Language and Literacy Fiction and Nonfiction Anchor Chart Blooket CommonLit Canva</p> <p>Activities: Daily Reading Logs: Class A Class B and C Weekly reflection + vocabulary journals Media comparisons</p> <p>Hands-On Project Ideas: Fictional Character Diaries Non-fiction News Magazine Fictional and Nonfictional Podcasts Storytelling Adaptations - dramatic readings, puppet shows, poetry, drawings, videos, etc.</p>			
Semester 1: Quarter 2				
Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives

<p>Short Stories and Types of Nonfiction</p> <p>Sub-Unit: Civil War</p>	<p>RL.IK.9.6-8 RL.KI.1.6-8 RL.CS.6.6-8 RI.IK.8.6-8 RI.CS.6.6-8</p>	<p>The point of view and perspective in both short stories and nonfiction texts shape the narrative, influencing how events are perceived and interpreted by readers.</p> <p>Nonfiction texts often contain varying degrees of credibility and bias. Analyzing sources, arguments, and evidence helps to evaluate the reliability and objectivity of the information presented.</p> <p>Short stories and nonfiction texts use different structures and elements to convey themes and ideas.</p> <p>Creating visual representations of themes and events from texts about the Civil War and Westward Expansion helps illustrate the complex ideas and historical contexts.</p> <p>The setting in short stories plays a crucial role in enhancing the narrative, influencing the development of themes and characters.</p>	<p>argue battle challenge compete conclude convince issue concept distinguish examine guess judge measure observe purpose question refer source study manifest destiny homestead frontier citizenship injustice equality</p>	<p>Big Questions:</p> <p>Unit 2 Short Stories: Is conflict always bad?</p> <p>Unit 3: What is important to know?</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand the characteristics and elements of short stories • read and analyze a short story and nonfiction • understand the characteristics, types, and purposes of essays, articles, and other nonfiction • evaluate the credibility and bias in nonfiction texts • compare and contrast different types of nonfiction texts (memoirs, speeches, essays) • explore the use of setting to enhance the narrative in short stories • analyze themes in short stories and nonfiction texts • evaluate the impact of point of view on the reader's understanding • create visual representations of themes and events from the civil war and westward expansion
--	--	--	--	---

Suggested Activities and Resources		<p>Books: (Subject to change) Class A - Big Bad Ironclad Class B - "Soldier's Heart" by Gary Paulsen Class C - "Across 5 Aprils" by Irene Hunt</p> <p>Resources: Prentice Hall Literature Language and Literacy Fiction and Nonfiction Anchor Chart Blooket CommonLit</p> <p>Activities: Daily Reading Logs Weekly reflection + vocabulary journals</p> <p>Hands-On Project Ideas: Story Elements Puzzle Timeline Creations Escape Room Jeopardy</p>		
Semester 2: Quarter 3				
Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives

<p>Types of Nonfiction and Poetry</p> <p>Sub-Unit: Westward Expansion</p>	<p>RI.IK.7.6-8 RI.KI.3.6-8 RI.KI.9.6-8 RI.CS.5.6-8 RI. CS.4.6-8</p>	<p>Visual elements in nonfiction texts, such as images, charts, and graphs, enhance comprehension by providing additional context and clarity.</p> <p>Poetry, including narrative and lyric forms, is characterized by specific elements such as meter, rhyme, and imagery.</p> <p>The historical context of nonfiction texts related to civil rights and westward expansion provides insight into past events and their relevance to current issues.</p> <p>Word choice and imagery in poetry play a crucial role in expressing themes of identity and resistance.</p> <p>The structure of nonfiction texts, such as chronological order or problem-solution, contributes to their meaning and purpose.</p>	<p>knowledge limit measure narrow observe refer source study communicate correspond quote reveal symbolize visual message gesture migration settlement trail conflict</p>	<p>Big Questions: Unit 3: What is important to know?</p> <p>Unit 4: Do we need words to communicate well?</p> <p>Students will:</p> <ul style="list-style-type: none"> • relate visuals to types of nonfiction • understand the characteristics, elements, and forms of poetry • read and analyze narrative poems and lyric poems • relate visuals to poetry • analyze the historical context of nonfiction texts related to civil rights and westward expansion • connect nonfiction texts to current events • analyze the impact of word choice and imagery in poetry • explore themes of identity and resistance in poetry <p>Literature Circle Objectives Students will:</p> <ul style="list-style-type: none"> • work effectively in small groups, demonstrating active listening, respectful communication, and constructive feedback. • Students will identify and discuss new vocabulary encountered in the texts, using context clues and other strategies to determine meanings. • summarize key points, ask and answer critical questions, and make connections to other texts and real-world experiences. • take on rotating roles within their literature circles (discussion director, summarizer, connector, and vocabulary enricher)
--	---	--	---	--

Suggested Activities and Resources		<p>Resources: Prentice Hall Literature Language and Literacy CommonLit Canva Poetry Foundation Poetry Out Loud</p> <p>Books: Literature Circle Selections... (subject to change) Class A: Little House Big Woods, A People's History of American Empire (Graphic Novel), Sarah Plain and Tall Class B: Little House on the Prairie, Sarah Plain and Tall, Blood on the River...?, Stella by Starlight Class C: Little House on the Prairie, Stella by Starlight</p> <p>Activities: Daily Reading Logs Weekly reflection + vocabulary journals</p> <p>Hands On Project Ideas: Comic Storyboard Scavenger Hunt Book Trailer Board Game Creation Poetry and Media Festival/Fair</p>		
Semester 2: Quarter 4				
Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives

<p>Drama</p> <p>Sub-Unit: Civil Rights</p>	<p>RI.RR.10.6-8 RI.KI.1.6-8 RI.KI.2.6-8 RL.RR.10.6-8</p>	<p>Drama encompasses various elements such as character development, motivation, dialogue, and plot structure.</p> <p>Historical and cultural contexts provide essential background for understanding dramas, offering insight into the themes and motivations of characters.</p> <p>Visual elements, such as stage design and costumes, are integral to drama, enhancing comprehension and engagement by providing context and supporting the narrative.</p> <p>Different adaptations of a drama can vary significantly in their interpretation of the original text.</p> <p>Drama often explores themes of identity, prompting reflection on personal and societal questions such as "How do we decide who we are?"</p>	<p>diverse perspective reaction reflect respond similar unique expectations ideals individuality activism protest empowerment civil rights advocacy oppression resistance</p>	<p>Big Questions: Unit 5: How do we decide who we are?</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand the elements and types of drama • read and analyze an example of drama • relate visuals to elements of drama • explore character development and motivation in drama • evaluate the historical and cultural context of drama • reflect on the themes and identity <p>Literature Circle Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • work effectively in small groups, demonstrating active listening, respectful communication, and constructive feedback. • analyze themes, characters, and plot developments, citing specific textual evidence to support their interpretations and arguments. • Students will identify and discuss new vocabulary encountered in the texts, using context clues and other strategies to determine meanings. • summarize key points, ask and answer critical questions, and make connections to other texts and real-world experiences. • take on rotating roles within their literature circles (discussion director, summarizer, connector, and vocabulary enricher)
---	--	---	---	---

Suggested Activities and
Resources

Resources:

Prentice Hall Literature Language and Literacy
CommonLit
Canva
Dramatic Learning

Books:

Literature Circle Selections (subject to change)

Class A: A Place to Land: Martin Luther King Jr. and the Speech that Inspired a Nation, Voice of Freedom
Fannie Lou Hamer, Sit-In How Four Friends Stood Up by Sitting Down

Class B: Fighter in Velvet Gloves, Black Like Me, Claudette Colvin Twice Toward Justice, If you lived...MLK,
Freedom Walkers

Class C: Fighter in Velvet Gloves, Black Like Me, Claudette Colvin Twice Toward Justice, If you lived...MLK,
Freedom Walkers, The Watsons Go to Birmingham, Roll of Thunder, Hear My Cry

Activities:

Daily Reading Logs
Weekly reflection + vocabulary journals

Hands-On Project Ideas:

[Readers Theater](#)

Playwriting Workshop and Performance

Costume Design Challenge

Mini Drama Documentary (interviews, narration, and footage)