



Reading Curriculum Guide

February 2020

Philosophy

Star of Bethlehem's philosophy of reading embraces the objectives of effective literacy teaching and learning. Teaching students to read is a high priority for Star of Bethlehem. To achieve success in developing strong literacy skills that contribute to a student's ability to make personal connections to the world, our school supports a comprehensive literacy plan. This plan includes explicit strategies in literacy skills, reading comprehension, writing techniques, speaking and listening practices, as well as on-going authentic assessment beyond standardized testing. We acknowledge that reading is a complex process that continues to grow and change. Through the combined efforts of home and school, our children will have the best opportunity to succeed.

Reading is the ability to understand and interpret the written word. At Star of Bethlehem, reading is taught as a method of communication. In our spiritual life, God communicates to us through His Word to reveal to us His will in our everyday life. In addition to reading God's Word, we also read to expand our knowledge, for entertainment and enjoyment, and to succeed in the many tasks that require the ability to read and understand what was read.

The ability to read includes the ability to read critically with Christian discernment. When confronted with any type of written material, the student needs to apply the truth of God's Word as they analyze what is being read and "take captive every thought and make it obedient to Christ".

The ability to read also includes a developing appreciation for the various genres of literature. There is a beauty in the forms of the written word: short stories, poems, dramas, expository and narrative writing. Students at Star of Bethlehem will be exposed to this variety and be encouraged to appreciate it.

While implementing our reading curriculum, let us keep in the forefront of our minds, 2 Timothy 3:14-17: "But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, 15 and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. 16 All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, 17 so that the servant of God[a] may be thoroughly equipped for every good work."

Objectives

- Grade Level Objectives
 - 3 Categories
 - Literature
 - Key ideas and details
 - Craft and structure
 - Comprehension lessons (see appendix item “Comprehension Lessons” for a detailed list)
 - Frontloading
 - Fix-Up Strategies
 - Making Connections
 - Visualizing
 - Questioning
 - Inferring
 - Synthesizing
 - Integration of knowledge and ideas
 - Range of reading and level of complexity
 - Informational Text
 - Key ideas and details
 - Craft and structure
 - Integration of knowledge and ideas
 - Range of reading and level of complexity
 - Foundational Skills
 - Print concepts
 - Phonological awareness
 - Phonics and word recognition
 - Fluency
- See Appendix item “Grade Level Objectives” for a detailed list of all objectives.

Cueing Systems

- Graphophonic - written letter (visual letter/sound relationship) - *“Does it look right?”*
- Syntactic: structure (word order, parts of speech, length of word) - *“Does it sound right?”*
- Semantic: meaning - *“Does it make sense?”*
- Background knowledge

*All needed for learning to read

*All equally important

Components

- **Reading Lesson**

Definition: The teaching of comprehension lessons that the students might most effectively make meaning out of written text.

Grades: K-8

Minimum: 4 days per week

Main Instructional Resource: K-2 Superkids, 3-4 Lucy Calkins, 5-8 Novels & Comprehension Lessons

Fidelity: All comprehension lessons designated for each grade time throughout the school year.

- **Guided Reading**

Definition: Meeting with a small group of students guiding and supporting them through manageable and various types of texts.

Grades: K-3 (kindergarten works into it at the beginning of the year)

Minimum: 4 days per week (on occasion a teacher may deviate from this because of whole class book, author study, etc and also understanding that routines are set at the outset of the year)

Main Instructional Resource: Leveled texts

Fidelity: Small, flexible groupings

- **Shared Reading**

Definition: Reading a big book as a whole class and using it multiple days to integrate many and various skills learned in all other areas of the school. "I read, we read."

Grades: K-1

Minimum: Big books used at least 3 times per week

Main Instructional Resource: Big Books

- **Read Aloud**

Definition: Teacher reads literature aloud to students.

Grades: K-8

Minimum: Once per day

Main Instructional Resource: Quality books as determined teacher

Fidelity: Teacher engages students as the teacher reads with fluency and expression. It should be noted that in the lower grades, this is primarily done to expose them to texts that they couldn't read while enjoying what is read. In the upper grades, there is more weight on having the students enjoy what is read.

- **Daily News**

Definition: Students dictate sentences about what is happening in their lives and teacher writes them down. At times, students fill in missing letters/words and fix mistakes.

Grades: K-1

Minimum: 3 times per week

Main Instructional Resource: The students and their experiences

Fidelity: Students have a stake in what is written and they read the story.

- **Language Experience Stories**

Definition: Students dictate sentences in a story format and the teacher writes them down.

Grades: K-1

Minimum: Twice per month

Main Instructional Resource: The students and their experiences such as field trips, science labs, etc.

Fidelity: Students supply sentences and teacher guides on the side.

- **Independent Reading**

Definition: Reading self-selected books

Grades: K-8

Minimum: Daily

Main Instructional Resource: Classroom library, community library, home, etc.

Fidelity: Kids choose books they want to read to gain a love of reading (some teacher discretion and guidance may be involved). These books are not assigned.

- **At Home Reading**

Definition: Reading outside of the school day.

Grades: K-3

Minimum: 5x a week

Main Instructional Resource: Any text

Fidelity: Parents required to track. Accountability system for parents.

- **Reading Assessment System**

Definition: Accurately and reliably identify each child's instructional and independent reading levels according to the F&P Text Level Gradient, A-Z

Grades: K-4

Minimum: K-3 three times per school year (beginning, middle, and end). Grade 4 two or more times per year (all students at the beginning and end of the year, and those not at grade level also in the middle of the year, and only those who are not at grade level after that).

Main Instructional Resource: Fountas and Pinnel Benchmark Assessment System

Fidelity: Record on assessment form.

- **Vocabulary**

Definition: Knowledge of words and word meanings.

Grades: K-8

Minimum: 4 days per week

Main Instructional Resource: K-2 Superkids, 3-4 Word a Day, 5-8 Flocabulary

- **Phonics – Direct Instruction**

Definition: Purposeful and planned method for teaching reading and writing by developing learners’ phonemic awareness.

Grades: K-2

Minimum: Daily

Main Instructional Resource: K-2 Superkids

- **Phonics in Context**

Definition: Teacher emphasizes phonics in the day to day operations of the classroom. He or she intentionally finds phonics throughout the day within texts.

Grades: K-3

Minimum: Every day throughout the day

Main Instructional Resource: Any print in the classroom including charts, posters, books, poems etc. The teacher can create opportunities such as using specific books, poems, or other print that specifically focuses on certain sounds.

Fidelity: Constant awareness of the need to integrate phonics into context.

- **Spelling**

Referenced in further detail in Language Arts Curriculum Guide.

- **English**

Referenced in further detail in Language Arts Curriculum Guide.

- **Writing**

Referenced in further detail in Language Arts Curriculum Guide.

Objectives

KINDERGARTEN - LITERATURE

K.1 Key Ideas and Details

The students will:

- A. With prompting and support, ask and answer questions about key details in a text.
- B. With prompting and support, retell familiar stories including the key details.
- C. With prompting and support, identify characters, (major and minor) settings, and major events in a story.

K.2 Craft and Structure

The students will:

- A. Ask and answer questions about unknown words in a text
- B. Recognize common types of texts (e.g. storybooks, poems).
- C. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

K.3 Comprehension Lessons

See Appendix 1 for detailed objective matrix

K.4 Integration of Knowledge and Ideas

The students will:

- A. 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).
- B. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.5 Range of Reading and Level of Complexity

The students will:

- A. Actively engage in group reading activities with purpose and understanding

KINDERGARTEN - INFORMATIONAL TEXT

K.6 Key Ideas and Details

The students will:

- A. With prompting and support, ask and answer questions about key details in a text.
- B. With prompting and support, identify the main topic and retell key details of a text.
- C. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.7 Craft and Structure

The students will:

- A. With prompting and support, ask and answer questions about unknown words in a text.
- B. Identify the front cover, back cover, and title page of a book.
- C. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
- D. With prompting and support demonstrate understanding of structure through the use of graphic organizers

K.8 Integration of Knowledge and Ideas

The students will:

- A. With prompting and support, describe the relationship between illustrations and the text in which they appear. (e.g. what person, place, thing, or idea in a text an illustration depicts.)
- B. With prompting and support, identify the reasons an author gives to support points in a text.
- C. With prompting and support, identify basic similarities in and differences between two texts on the same topic. (e.g. in illustrations, descriptions, or procedures).

K.9 Range of Reading and Level of Complexity

The students will:

- A. With prompting and support the students will use the text to prove their answer.

KINDERGARTEN - FOUNDATIONAL SKILLS

K.10 Print Concepts

The students will:

- A. Demonstrate understanding of the organization and basic features of print
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper and lower cases of the alphabet.

K.11 Phonological Awareness

The students will:

- A. Demonstrate understanding of spoken words, syllables, and sounds. (phonemes)
 - a. Recognize and produce rhyming words
 - b. Count, pronounce, and blend syllables in spoken words.
 - c. Blend and segment onsets and rimes or single – syllable spoken words.
 - d. Isolate and pronounce the initial medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.12 Phonics and Word Recognition

The students will:

- A. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight. (25)
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ

K.13 Fluency

The students will:

- A. Read emergent-reader texts with purpose and understanding.

GRADE 1 - LITERATURE

1.1 Key Ideas and Details

The students will:

- A. Ask and answer questions about key details in a text.
- B. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- C. Describe characters, settings, and major events in a story using key details.

1.2 Craft and Structure

The students will:

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- C. Identify who is telling the story at various points in a text.

1.3 Comprehension Lessons

See Appendix 1 for detailed objective matrix

1.4 Integration of Knowledge and Ideas

The students will:

- A. Use illustrations and details in a story to describe its characters, setting, or events
- B. Compare and contrast the adventures and experiences of characters in stories

1.5 Range of Reading and Level of Complexity

The students will:

- A. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

GRADE 1 - INFORMATIONAL TEXT

1.6 Key Ideas and Details

The students will:

- A. Ask and answer questions about key details in a text.
- B. Identify the main topic and retell key details of a text.
- C. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.7 Craft and Structure

The students will:

- A. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- B. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- C. Be introduced to text features.
- D. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.8 Integration of Knowledge and Ideas

The students will:

- A. Use the illustrations and details in a text to describe its key ideas.
- B. Identify the reasons an author gives to support points in a text.
- C. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

1.9 Range of Reading and Level of Complexity

The students will:

- A. With prompting and support, read informational texts appropriately complex for grade 1.

GRADE 1 - FOUNDATIONAL SKILLS

1.10 Print Concepts

The students will:

- A. Demonstrate understanding of the organization and basic features of print.
- B. Recognize the distinguishing features of a sentence (e.g., first word,

capitalization, ending punctuation).

1.11 Phonological Awareness

The students will:

- A. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- B. Distinguish long from short vowel sounds in spoken single-syllable words.
- C. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- D. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- E. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1.12 Phonics and Word Recognition

The students will:

- A. Know and apply grade-level phonics and word analysis skills in decoding words.
- B. Know the spelling-sound correspondences for common consonant digraphs.
- C. Decode regularly spelled one-syllable words.
- D. Know final -e and common vowel team conventions for representing long vowel sounds.
- E. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- F. Decode two-syllable words following basic patterns by breaking the words into syllables.
- G. Read words with inflectional endings.
- H. Recognize and read grade-appropriate irregularly spelled words.

1.13 Fluency

The students will:

- A. Read with sufficient accuracy and fluency to support comprehension.
- B. Read on-level text with purpose and understanding.
- C. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- D. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 2 - LITERATURE

2.1 Key Ideas and Details

The students will:

- A. Ask, and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.
- B. Read stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- C. Describe how characters in a story respond to major events and challenges

2.2 Craft and Structure

The students will:

- A. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- B. Describe the overall structures of a story, including describing how the beginning introduces the story and the ending concludes the action.
- C. Acknowledge difference in points of view of characters shown through expression in their voice.

2.3 Comprehension Lessons

See Appendix 1 for detailed objective matrix

2.4 Integration of Knowledge and Ideas

The students will:

- A. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- B. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

2.5 Range of Reading and Level of Complexity

The students will:

- A.** By the end of the year, read and comprehend literature including stories and poetry

GRADE 2 - INFORMATIONAL TEXT

2.6 Key Ideas and Details

The students will:

- A. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- B. Identify the main topic of a multi-paragraph text
- C. Describe the connection between a series of historical events, scientific ideas, or concepts, or in sequence of events

2.7 Craft and Structure

The students will:

- A. Determine the meaning of the words and phrases in a text relevant to a grade 2 topic or subject area
- B. Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information
- C. Identify the main purpose of a text, including what the author wants to answer, explain, or describe

2.8 Integration of Knowledge and Ideas

The students will:

- A. Explain how specific images (e.g. a diagram) contribute to and clarify a text
- B. With prompting and support, describe how reasons prove specific points the author makes in a text
- C. Compare and contrast the most important points presented by two texts on the same topic.

2.9 Range of Reading and Level of Complexity

The students will:

- A. By the end of the year, read and comprehend informational text

GRADE 2 - FOUNDATIONAL SKILLS

2.10 Print Concepts

Not applicable for second grade

2.11 Phonological Awareness

Not applicable for second grade

2.12 Phonics and Word Recognition

The students will:

- A. Know and apply grade-level phonics and word analysis skills in decoding words:
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long-vowels
 - d. Decode words with common prefixes and suffixes
 - e. Identify words with inconsistent but common spelling-sound correspondences
 - f. Recognize and read grade-appropriate irregularly spelled words

2.13 Fluency

The students will:

- A. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

GRADE 3 - LITERATURE

3.1 Key Ideas and Details

The students will:

- A. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- B. 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.
- C. Describe major and minor characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.2 Craft and Structure

The students will:

- A. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- B. Refer to parts of the stories, dramas, and poems when writing or speaking about a text, using terms as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- C. Distinguish their point of view from that of that narrator or those of the characters.

3.3 Integration of Knowledge and Ideas

The students will:

- A. 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).
- B. Compare and contrast the theme, setting and plots of stories written by the same author about the same or similar characters (e.g., in books from series)

3.4 Range of Reading and Level of Complexity

The students will:

- A. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-4 text complexity band independently and proficiently.

GRADE 3 - INFORMATIONAL TEXT

3.5 Key Ideas and Details

The students will:

- A. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- B. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- C. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.6 Craft and Structure

The students will:

- A. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- B. Use text features and search tools (e.g., key word, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- C. Distinguish their own point of view from that of the author of a text.
- D. Demonstrate understanding of structure through use of graphic organizers.

3.7 Comprehension Lessons

See appendix 1 for detailed objective matrix.

3.8 Integration of Knowledge and Ideas

The students will:

- A. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- B. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- C. Compare and contrast the most important points and key details presented in two texts on the same topic.

3.9 Range of Reading and Level of Complexity

The students will:

- A. By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the grades 2-4 text complexity and independently and proficiently.

GRADE 3 - FOUNDATIONAL SKILLS

3.10 Print Concepts

Not applicable in third grade

3.11 Phonological Awareness

Not applicable in third grade

3.12 Phonics and Word Recognition

The students will:

- A. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade- appropriate irregularly spelled words

3.13 Fluency

The students will:

- A. Read with sufficient accuracy and fluency to support comprehension
- B. Read on-level text with purpose and understanding.
- C. Read on-level literature, prose, and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- D. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 4 - LITERATURE

4.1 Key Ideas and Details

The students will:

- A. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- B. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- C. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
- D. Understand how literary elements and techniques are used to convey meaning (characterization, use of narration, use of dialogue).
- E. Describe how literary elements (theme, character, setting, plot, tone conflict) are used in literature to create meaning.

4.2 Craft and Structure

The students will:

- A. Determine the meaning of words and phrases as they are used in a text.
- B. Expand vocabulary.
- C. Explain major differences between poems, drama, and prose and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- D. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- narrations.
- E. Identify definitive features of literary form (realistic fiction, historical fiction, fantasy and narrative)
- F. Demonstrate understanding of structure through use of graphic organizers and outlines.

4.3 Comprehension Lessons

See Appendix One for detailed objective matrix.

4.4 Integration of Knowledge and Ideas

The students will:

- A. Make connection 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.
- B. Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.
- C. Respond to literary material by making inferences, drawing conclusions and comparing to their own experience, prior knowledge and other texts.
- D. Relate literary words and their characters, settings and plots to current and historical events, people and perspectives.

4.5 Range of Reading and Level of Complexity

The students will:

- A. By the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 3-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 4 - INFORMATIONAL TEXT

4.6 Key Ideas and Details

The students will:

- A. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- B. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- C. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.7 Craft and Structure

The students will:

- A. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
- B. Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- C. Apply knowledge of text structure to gain meaning.

- D. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.
- E. Demonstrate understanding of structure through use of graphic organizers and outlines.

4.8 Integration of Knowledge and Ideas

The students will:

- A. Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- B. Explain how an author uses reasons and evidence to support particular points in a text.
- C. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.9 Range of Reading and Level of Complexity

The students will:

- A. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 3-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 4 - FOUNDATIONAL SKILLS

4.10 Phonics and Word Recognition

The students will:

- A. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.11 Fluency

The students will:

- A. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level literature, prose, and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 5 - LITERATURE

5.1 Key Ideas and Details

- A. The students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - a. Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption about some aspect of the text or passage.
 - b. Students should be able to identify and extract the specific text to support the response.
- B. The students will 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.
 - a. Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to respond to questions about a character's motivations and conflicts.
 - c. Students should be able to articulate how the speaker or narrator's point of view reveals the theme or central idea of a text.
 - d. Students should be able to write a summary of the text.
- C. The student will 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).
 - a. Students should be able to describe the elements of plot and describe how a particular story fits into the elements of plot structure.
 - b. Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.
 - c. Students should be able to articulate how the events of a plot affect and motivate the characters.

5.2 Craft and Structure

- A. The students will determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, etc. in a text.

- b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to use resources such as the Internet and a dictionary to find out the meaning of unknown words.
- B. The students will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- a. Students must be able to identify theme, setting, and elements of plot.
 - b. Students should be able to identify the structure of a text to determine the type of text.
 - c. Students should be able to recognize and explain the effect of elements of drama, fiction, and poetry, including paragraphs, sections and/or chapters for fiction, acts and scenes for drama, stanzas for poetry.
 - d. Students should be able to demonstrate how a particular sentence, chapter, scene, or stanza fits into the overall structure of the plot.
- C. The students will describe how a narrator's or speaker's point of view influences how events are described.
- a. Students should be able to identify different types of points of view (first-person, third person limited, third-person omniscient) and narrators (reliable, unreliable) within a text or passage.
 - b. Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text
 - c. Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.
- D. The students will be able to determine the meaning of words and phrases as they are used in a text, including those that allude to the significant characters found in mythology (e.g. Herculean).

5.3 Comprehension Lessons

See Appendix One for detailed objective matrix.

5.4 Integration of Knowledge and Ideas

- A. The students will 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, poem).
- a. Schools and/ or teachers should make audio and/or video versions of texts available to students.

- b. Students should spend time listening to or viewing an audio, video, or live version of a text.
 - c. Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.
 - d. Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.
- B. The students will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- a. Students should be familiar with different genres of texts (i.e. epic, poetry, fiction, drama, short stories, etc.).
 - b. Students should be able to compare and contrast texts with similar themes and topics from the same genre.

5.5 Range of Reading and Level of Complexity

- A. The students will, by the end of the year, the students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- a. Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 5 - INFORMATIONAL TEXT

5.6 Key Ideas and Details

- A. The students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- a. Students should be able to recognize the difference between direct and indirect text.
 - b. Students should demonstrate the ability to read a non-fictional or informational passage or text, understand and articulate what the text directly, as well as indirectly, states in order to make an inference.
 - c. Students should be able to identify and extract text that supports the response.
- B. The students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- a. Students should demonstrate the ability to articulate the central idea or main purpose of a nonfictional text, providing specifics from the text to support the response.

- b. Students should be able to articulate how the main ideas of a text support a universal lesson, message, or concept.
 - c. Students should be able to write a summary of the text.
- C. The students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 - a. Students should be able to recognize and discuss key individuals in a text.
 - b. Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.
 - c. Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a text.

5.7 Craft and Structure

- A. The students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
 - a. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - b. Students should be able to recognize unfamiliar academic and domain-specific words and phrases in a text.
 - c. Students should be able to use resources such as the Internet and a dictionary to find out the meaning of unknown words.
- B. The students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - a. Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.
 - b. Students should be able to recognize the structure of a nonfiction text (e.g., chronology, comparison, cause/effect, problem/solution).
 - c. Students should be able to recognize and articulate how a particular section of a text further develops the author’s reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.
- C. The students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
 - a. Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).
 - b. Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).
 - c. Students should be able to recognize and indicate how the point of view affects the reader’s interpretation or understanding of the text (for example, a first person account versus a third person account; autobiography versus a biography)

5.8 Integration of Knowledge and Ideas

- A. The students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - a. Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)
 - b. Students should be able to synthesize this information to help them articulate understanding of a topic or issue.
 - c. Students should be able to compare and contrast the effectiveness of different types of multimedia formats.
- B. The students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - a. Students should be able to recognize and articulate the argument or claims made within a specific text.
 - b. Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.
- C. The students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
 - a. Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.
 - b. Students should be able to recognize and write or speak about a subject knowledgeably by having researched several sources.

5.9 Range of Reading and Level of Complexity

- A. By the end of the year, the students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
 - a. Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 5 - FOUNDATIONAL SKILLS

5.10 Print Concepts

Not applicable for 5th Grade—has already been mastered by 5th grade

5.11 Phonological Awareness

Not applicable for 5th Grade—has already been mastered by 5th grade

5.12 Phonics and Word Recognition

- A. The students will know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Students should use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

5.13 Fluency

- A. The students will read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Please reference the 5th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 5th grade reading curriculum.

GRADE 6 - LITERATURE

6.1 Key Ideas and Details

- A. The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption.
 - b. Students should be able to identify, extract, and cite the text to support the response.
- B. The students will 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.
 - a. Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to write a summary of the text that is free of bias and personal opinions.
- C. The students will 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.
 - a. Students should be able to describe the elements of plot and describe how a particular story fits into the elements of plot structure.
 - b. Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.

6.2 Craft and Structure

- A. The students will 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.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - e. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.

- B. The students will 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.
- a. Students must be able to identify theme, setting, and elements of plot.
 - b. Students should be able to recognize elements that contribute to the theme, setting and plot within a text.
 - c. Students should be able to demonstrate how a particular sentence, chapter, scene, or stanza fits into the overall structure of the plot, how it illustrates the theme(s) within the text, and how it creates an atmosphere within the text.
- C. The students will explain how an author develops the point of view of the narrator or speaker in a text.
- a. Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient) and speakers (reliable, unreliable) within a text or passage.
 - b. Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.
 - c. Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.
- D. The students will be able to determine the meaning of words and phrases as they are used in a text, including those that allude to the significant characters found in mythology (e.g. Herculean).

6.3 Comprehension Lessons

See Appendix One for detailed objective matrix.

6.4 Integration of Knowledge and Ideas

- A. The students will be able to 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.
- a. Schools and/ or teachers should make audio and/or video versions of texts available to students.
 - b. Students should spend time listening to or viewing an audio, video, or live version of a text.
 - c. Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.
 - d. Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.

- B. The students will 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.
 - a. Students should be familiar with different forms (i.e. articles, essays, stories, films, graphic novels, etc.) and genres (i.e. epic, poetry, novel, drama, short stories, etc.) of texts.
 - b. Students should be able to compare and contrast similar themes and topics across different forms and genres (i.e. comparing a novel to a short story of the same theme, a printed poem to an oral presentation of a poem, an essay to a documentary).

6.5 Range of Reading and Level of Complexity

- A. The students will, 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.
 - a. Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 6 - INFORMATIONAL TEXT

6.6 Key Ideas and Details

- A. The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Students should demonstrate the ability to read a non-fictional passage or text, understand and articulate what the text directly states, as well as indirectly states in order to make an inference.
 - b. Students should be able to pull and cite the text to support the response.
- B. The students will determine a 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.
 - a. Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to write a summary of the text that is free of bias and personal opinions.

- C. The students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - a. Students should be able to recognize and discuss key individuals in a text.
 - b. Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.
 - c. Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a text.

6.7 Craft and Structure

- A. The students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings relating to a grade six topic or subject area.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - e. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
- B. The students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - a. Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.
 - b. Students should be able to recognize and articulate how a particular section of a text further develops the author’s reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.
- C. The students will determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
 - a. Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).
 - b. Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).
 - c. Students should be able to recognize and indicate how the point of view affects the reader’s interpretation or understanding of the text.
 - d. Students should be able to recognize words, phrases, and passages that articulate the purpose of the text.

6.8 Integration of Knowledge and Ideas

- A. The students will integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - a. Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.
 - b. Students should be able to synthesize this information to help them articulate understanding of a topic or issue.
 - c. Students should be able to compare and contrast the effectiveness of different types of multimedia formats.
- B. The students will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - a. Students should be able to recognize and articulate the argument or claims made within a specific text.
 - b. Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.
- C. The students will compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
 - a. Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.
 - b. Students should be able to understand the meaning and purpose behind different types of non-fiction texts, in order to articulate how point of view and purpose contributes to the author's presentation of events.

6.9 Range of Reading and Level of Complexity

- A. By the end of the year, the students will read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - a. Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 6 - FOUNDATIONAL SKILLS

6.10 Print Concepts

Not applicable for 6th Grade—has already been mastered by 5th grade

6.11 Phonological Awareness

Not applicable for 6th Grade—has already been mastered by 5th grade

6.12 Phonics and Word Recognition

Not applicable for 6th Grade—has already been mastered by 5th grade

6.13 Fluency

- A. The students will read with sufficient accuracy and fluency to support comprehension.
 - a. Students should read grade-level text with purpose and understanding.
 - b. Students should read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Students should use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Please reference the 6th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 6th grade reading curriculum.

GRADE 7 - LITERATURE

7.1 Key Ideas and Details

- A. The students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption about the text.
 - b. Students should be able to identify, extract, and cite the text to support the response.
- B. The students will 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.
 - a. Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to write a summary of the text that is free of bias and personal opinions.
- C. The students will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - a. Students should be able to describe the elements of plot and describe how a particular story or drama fits into the elements of plot structure.
 - b. Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.
 - c. Students should be able to articulate the effects characters' decisions have on the plot, how the setting affects the characters and plot, how characters affect each other, etc.

7.2 Craft and Structure

- A. The students will 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.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to identify rhyme, rhythm, repetition, and sound devices (alliteration, assonance, consonance, cacophony, onomatopoeia, etc.) within a text.

- e. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - f. Students should be able to articulate how figurative language and sound devices affect the reader and assist in the overall understanding and enjoyment of a text.
 - g. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
- B.** The students will analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- a. Students must be able to identify theme, setting, and elements of plot.
 - b. Students should be able to recognize elements that contribute to the theme, setting and plot within a drama or poem.
 - c. Students should be able to articulate differences between dramatic texts (i.e. comedy, tragedy, historical, etc.).
 - d. Students should be able to articulate the differences between dramatic elements (i.e. monologue, soliloquy, aside, dialogue).
 - e. Students should be able to explain the differences between different types of poetry and poetic structures (i.e. sonnet, limerick, haiku, free verse, etc.).
 - f. Students should be able to clearly articulate the effect of different types of drama and poetry on the audience.
 - g. Students should be able to demonstrate how a particular act, scene, soliloquy, stanza, line, etc. fits into the overall structure of the plot, how it illustrates the theme(s) within the text, and how it creates an atmosphere within the text.
- C.** The students will analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- a. Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient) and narrators (reliable, unreliable) within a text or passage.
 - b. Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.
 - c. Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.

7.3 Comprehension Lessons

Not applicable for 7th Grade—already been mastered by 6th grade.

7.4 Integration of Knowledge and Ideas

- A. The students will 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).
 - a. Schools and/ or teachers should make audio and/or video versions of texts available to students.
 - b. Students should spend time listening to or viewing an audio, video, or live version of a text.
 - c. Students should be familiar with the differences between a printed text and a visual medium, and the effects upon the audience or reader.
 - d. Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.
 - e. Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.
- B. The students will 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.
 - a. Students should be familiar with different forms of fiction (i.e. articles, essays, stories, films, graphic novels, etc.) and genres (i.e. epic, poetry, novel, drama, short stories, etc.) of texts.
 - b. Students should be able to compare and contrast similar themes and topics across different forms and genres (i.e. comparing a novel to a short story of the same theme, a printed poem to an oral presentation of a poem, an essay to a documentary)
 - c. Students should be able to articulate the differences between a fictional and a non-fictional text that focus on the same period or event(s), i.e. Comparing and contrasting Mildred D. Taylor’s Roll of Thunder, Hear My Cry with the first-person accounts of sharecroppers in the South during the Depression)

7.5 Range of Reading and Level of Complexity

- A. The students will, 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.
 - a. Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 7 - INFORMATIONAL TEXT

7.6 Key Ideas and Details

- A. The students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Students should demonstrate the ability to read a non-fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption about a passage or text as a whole.
 - b. Students should be able to pull and cite the text to support the response.
- B. The students will determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - a. Students should demonstrate the ability to articulate the themes or central ideas of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to write a summary of the text that is free of bias and personal opinions.
- C. The students will analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
 - a. Students should be able to recognize and discuss key individuals (including recognizing those who are main or subordinate characters) in a text.
 - b. Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.
 - c. Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a text.
 - d. Students should demonstrate the ability to recognize how characters respond and change in the textual account.
 - e. Students should be able to articulate the effects individual’s decisions have on the events, how the time-period or other factors affects the individuals’ outcome, how individuals interact and affect each other, how the events affect the individuals, etc.

7.7 Craft and Structure

- A. The students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.

- c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - e. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
- B. The students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- a. Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.
 - b. Students should be able to recognize and articulate how a particular section of a text further develops the author's reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.
- C. The students will determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- a. Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).
 - b. Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).
 - c. Students should be able to recognize and indicate how the point of view affects the reader's interpretation or understanding of the text.
 - d. Students should be able to recognize words, phrases, and passages that articulate the purpose of the text.

7.8 Integration of Knowledge and Ideas

- A. The students will compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- a. Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)
 - b. Students should be able to synthesize this information to help them articulate understanding of a topic or issue.
 - c. Students should be able to compare and contrast the effectiveness of different types of multimedia formats.
 - d. Students should be familiar with the basics of rhetoric, including intent, ethos, pathos, and logos.
 - e. Students should be familiar with different types of rhetorical devices, such as rhetorical questioning, glittering generalities, bandwagon technique, etc.

- B. The students will trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
 - a. Students should be able to recognize and articulate the argument or claims made within a specific text.
 - b. Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.
 - c. Students should be able to articulate whether a claim has sufficient evidence and reasoning to support it.
- C. The students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
 - a. Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.
 - b. Students should be able to understand the meaning and purpose behind different types of non-fiction texts, in order to articulate how point of view and purpose contributes to the author’s presentation of events.
 - c. Students should be able to articulate how well an author supported his or her claims in a text, who was more effective, and how the author effectively used rhetoric to win the reader to his or her “side.”

7.9 Range of Reading and Level of Complexity

- A. The students will, by the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - a. Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 7 - FOUNDATIONAL SKILLS

All foundational skills standards have been mastered by the end of fifth grade.

Please reference the 7th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 7th grade reading curriculum.

GRADE 8 - LITERATURE

8.1 Key Ideas and Details

- A. The students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - a. Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly as well as indirectly states in order to make an assumption about the text.
 - b. Students should be able to identify, extract, and cite text to support the response.
- B. The students will 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.
 - a. Students should demonstrate the ability to articulate the theme(s) or central idea(s) of a fictional text, providing specifics from the text to support the response.
 - b. Students should be able to articulate how specific characters, setting, and elements of the plot reveal and contribute to the theme of the text.
 - c. Students should be able to write a summary of the text that is free of bias and personal opinions.
- C. The students will 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.
 - a. Students should be able to identify dialogue in drama or fiction.
 - b. Students should be able to articulate how certain incidents in a text further the plot, reveal character traits directly or indirectly, or provokes characters to make decisions based upon the incident.
 - c. Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.
 - d. Students should be able to articulate the effects characters' decisions have on the plot, how the setting affects the characters and plot, how characters affect each other, etc.

8.2 Craft and Structure

- A. The students will 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.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.

- c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to articulate the meaning and impact of diction, including the use of dialect, slang, accents, etc.
 - e. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - f. Students should be able to analyze analogies or allusions to other texts, including the meaning of the analogy or allusion and how it contributes to or helps clarify or support the themes and/or central idea of the text.
 - g. Students should be able to articulate how figurative language and sound devices affect the reader and assist in the overall understanding and enjoyment of a text.
 - h. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
- B. The students will 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.
- a. Students must be able to identify theme, setting, and elements of plot.
 - b. Students should be able to recognize elements that contribute to the theme, setting and plot within a drama or poem.
 - c. Students should be able to articulate differences in structure between fictional texts, including drama, poetry, novels, short stories, etc.
 - d. Students should be able to articulate the differences between dramatic elements (i.e. monologue, soliloquy, aside, dialogue).
 - e. Students should be able to explain the differences between different types of poetry and poetic structures (i.e. sonnet, limerick, haiku, free verse, etc.).
 - f. Students should be able to identify the meaning of style within a text, including voice, diction, tone, sentence fluency, use of punctuation, use of narrator and point of view, etc.
 - g. Students should be able to articulate by comparing and contrasting the similarities and differences between the structure, author's style and approach, order/sequence, approach to similar themes and ideas, etc.
- C. The students will 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.
- a. Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient, etc.) and narrators (reliable, unreliable) within a text or passage.
 - b. Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.
 - c. Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.

- d. Students should be able to articulate the meaning of and differences between dramatic irony, verbal irony, and situational irony.
- e. Students should be able to identify the use of irony within a text.
- f. Students should be able to articulate the effect of irony on the reader or audience, what the author's intent was by using the irony, and how the irony can be interpreted differently based upon the reader or audience's background knowledge.

8.3 Comprehension Lessons

Not applicable for 8th Grade—already mastered by 6th grade.

8.4 Integration of Knowledge and Ideas

- A. The students will 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.
 - a. Schools and/ or teachers should make audio and/or video versions of texts available to students.
 - b. Students should spend time listening to/ viewing an audio, video, or live version of a text.
 - c. Students should be familiar with the differences between a printed text and a visual medium and the effects upon the audience or reader.
 - d. Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.
 - e. Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.
 - f. Students should be able to engage in a meaningful discussion about acting and directing choices, comparing the students' own views and interpretation of the text to the director's/actor's.
- B. The students will analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths or traditional stories, including describing how the material is rendered new.
 - a. Students should be familiar with different forms of fiction (i.e. articles, essays, stories, films, graphic novels, etc.) and genres (i.e. epic, poetry, novel, drama, short stories, etc.) of texts.
 - b. Students should be able to articulate the differences and similarities between a modern story and works that came before it, i.e. myths, legends, folktales, ancient texts.
 - c. Students should be able to analyze analogies or allusions to other texts, including the meaning of the analogy or allusion and how it contributes to or helps clarify or support the themes and/or central idea of the text.
 - d. Students should be able to compare and contrast a modern work to a traditional/ancient text to reveal differences in a modern text, including allusions and references to preceding text, style, treatment of themes and ideas, character archetypes, etc.

8.5 Range of Reading and Level of Complexity

- A.** The students will, 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.
 - a.** Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.
 - b.** Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c.** Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 8 - INFORMATIONAL TEXT

8.6 Key Ideas and Details

- A.** The students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - a.** Students should demonstrate the ability to read a non-fictional passage or text, understand and articulate what the text directly as well as indirectly states in order to make an assumption about a passage or text as a whole.
 - b.** Students should be able to pull and cite the text to support the response.
- B.** The students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 - a.** Students should demonstrate the ability to articulate the central idea(s) of a nonfiction text, providing specifics from the text to support the response.
 - b.** Students should be able to articulate how specific characters, setting, and elements of the plot reveal and contribute to the central idea of the text.
 - c.** Students should be able to write a summary of the text that is free of bias and personal opinions.
- C.** The students will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 - a.** Students should be able to recognize and discuss key individuals (including recognizing those who are main or subordinate individuals) in a text.
 - b.** Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.
 - c.** Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a text.
 - d.** Students should demonstrate the ability to recognize how individuals respond and change in the textual account.
 - e.** Students should be able to articulate the effects individual’s decisions have on the events, how the time-period or other factors affects the individuals’ outcome, how

individuals interact and affect each other, how the events affect the individuals, etc.

- f. Students should be able to identify and articulate comparisons between two or more accounts of the life of an individual.
- g. Students should be able to identify and articulate comparisons between two or more accounts of the same event.
- h. Students should be able to articulate how the same event affected individuals differently.

8.7 Craft and Structure

- A. The students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - a. Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
 - b. Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
 - c. Students should be able to identify shades of meaning of words and phrases.
 - d. Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
 - e. Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
 - f. Students should be able to recognize common analogies or well-known allusions to other texts.
 - g. Students should be able to articulate how the use of allusion helps to support the text and illuminate the meaning or idea of a text.
- B. The students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.
 - b. Students should be able to recognize and articulate how a particular section of a text further develops the author's reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.
 - c. Students should be able to recognize topic sentences and supporting details within a paragraph, including facts, statistics, anecdotes, allusions, etc. and articulate how the use of these details help to support the point of the paragraph and further the understanding of both the paragraph and the text as a whole.
- C. The students will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - a. Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).

- b. Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).
- c. Students should be able to recognize and indicate how the point of view affects the reader's interpretation or understanding of the text.
- d. Students should be able to recognize words, phrases, and passages that articulate the purpose of the text.
- e. Students should be able to determine the diction that reveals the author's viewpoint or purpose.
- f. Students should be able to articulate how the author's use of diction, supporting details, construction of a piece, etc. acknowledges and responds to conflicting information or viewpoints from the author's own.

8.8 Integration of Knowledge and Ideas

- A. The students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 - a. Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)
 - b. Students should be able to synthesize this information to help them articulate understanding of a topic or issue.
 - c. Students should be able to compare and contrast the effectiveness of different types of multimedia formats, including interpretation of the piece and the effect on the audience.
- B. The students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - a. Students should be familiar with the basics of rhetoric, including intent, ethos, pathos, and logos.
 - b. Students should be familiar with different types of rhetorical devices, such as rhetorical questioning, analogy, allusion, glittering generalities, bandwagon technique, etc.
 - c. Students should be able to recognize and articulate the argument or claims made within a specific text.
 - d. Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.
 - e. Students should be able to articulate whether a claim has sufficient evidence and reasoning to support it.
- C. The students will analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 - a. Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.

- b. Students should be able to understand the meaning and purpose behind different types of non-fiction texts, in order to articulate how point of view and purpose contributes to the author's presentation of events.
- c. Students should be able to articulate how well an author supported his or her claims in a text, who was more effective, and how the author effectively used rhetoric to win the reader to his or her "side."

8.9 Range of Reading and Level of Complexity

- A. The students will, by the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
 - a. Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.
 - b. Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.
 - c. Students should be able to demonstrate proficiency in the skills outlined in this section.

GRADE 8 - FOUNDATIONAL SKILLS

All foundational skills standards have been mastered by the end of fifth grade.

Please reference the 8th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 8th grade reading curriculum.