

Scope and Sequence

STARI Series 1

	UNIT 1.1 Stand Up For Yourself	UNIT 1.2 What Makes A Family?	UNIT 1.3 Disaster Strikes!
Texts	<p>Novel: <i>The Skin I'm In</i> (Sharon Flake)</p> <p>Nonfiction: <i>Middle School Confidential: Be Confident in Who You Are</i> (Annie Fox)</p> <p>Short story collection: <i>Local News</i> (Gary Soto)</p>	<p>Novel told in verse: <i>Locomotion</i> (Jacqueline Woodson)</p> <p>Poetry anthology: <i>How to Eat a Poem</i> (The American Poetry & Literacy Project and The Academy of American Poets, eds.)</p> <p>Nonfiction: <i>Foster Families</i> (H.W. Poole)</p> <p>Short story collection: <i>Local News</i> (Gary Soto)</p>	<p>Novel: <i>Ninth Ward</i> (Jewell Parker Rhodes)</p> <p>Nonfiction: <i>Hurricane Katrina</i> (Peter Benoit)</p>
Decoding	<p>Identifying base words and chunking compound words</p> <p>Pronouncing consonant blends</p>	<p>Identifying spelling patterns for long and short vowel sounds</p> <p>Pronouncing vowel teams</p> <p>VC CV syllable division rule</p>	<p>Using syllable division patterns such as V CV and VC V to chunk and decode multi-syllable words</p> <p>Time and negation prefixes</p> <p>Adjective suffixes</p>
Reading Comprehension	<p>Summarizing and clarifying as components of Reciprocal Teaching</p> <p>Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing</p> <p>Previewing nonfiction using table of contents, index, and illustrations</p>	<p>Predicting and confirming/ disconfirming predictions as a component of Reciprocal Teaching</p> <p>Previewing nonfiction using the table of contents and illustrations</p> <p>Skimming and scanning as nonfiction reading strategies</p>	<p>Questioning as a component of Reciprocal Teaching</p> <p>Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions</p> <p>Note-taking from informational texts</p>
Literary Analysis	<p>Narrative arc in fiction</p> <p>Characterization</p> <p>Using and citing evidence from a text</p>	<p>Genres of poetry, e.g., sonnet and haiku, rhyme scheme, line breaks</p> <p>Characterization</p>	<p>Interrelation of character, plot, setting</p> <p>Narrative arc in fiction</p> <p>Symbolism</p>
Debate	<p>In <i>The Skin I'm In</i>, who has the power —Maleeka or Charlese?</p>	<p>Teens working: A good idea or bad idea?</p> <p>In <i>Locomotion</i>, how are the different characters “family” to Lonnie?</p>	<p>Who was responsible for the Katrina disaster: the mayor, the federal government, or the citizens of New Orleans?</p> <p>Choose a debate on the novel <i>Ninth Ward</i>: Which symbol best represents Lanesha? OR What gives Lanesha strength?</p>

Scope and Sequence

STARI Series 2

	UNIT 2.1 Bearing Witness	UNIT 2.2 In War Time	UNIT 2.3 Telling Our Stories
Texts	<p>Novel: <i>Ghost Boys</i> (Jewell Parker Rhodes)</p> <p>Nonfiction: <i>The Murder of Emmett Till</i> (Henrietta Toth)</p>	<p>Novel: <i>The Big Nothing</i> (Adrian Fogelin)</p> <p>Nonfiction: <i>War in Afghanistan and Iraq</i> (Gerry Souter & Janet Souter)</p> <p>Picture biography: <i>The Man Who Walked Between the Towers</i> (Mordicai Gerstein)</p>	<p>Memoir collection: <i>When I Was Your Age (Volumes 1 and 2)</i> (Amy Ehrlich, ed.)</p> <p>Nonfiction: <i>What the World Eats</i> (Faith D'Aluisio)</p> <p>Biography: <i>Champion: The Story of Muhammad Ali</i> (Jim Haskins)</p> <p>Biography: <i>DK Readers: The Story of Muhammad Ali</i> (Leslie Garrett)</p> <p>Additional Muhammad Ali biographies</p>
Decoding	<p>Identifying base words and chunking compound words</p> <p>Chunking and recognizing words with a base plus prefix or suffix</p>	<p>Pronouncing vowel teams</p> <p>Identifying syllables as units within words</p> <p>VC CV syllable division rule</p>	<p>Using syllable division patterns such as V CV and VC V to chunk and decode multi-syllable words</p> <p>Noun suffixes</p> <p>Direction prefixes</p> <p>Latin roots</p>
Reading Comprehension	<p>Summarizing and clarifying as components of Reciprocal Teaching</p> <p>Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing</p> <p>Using and citing evidence from a text</p>	<p>Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching</p> <p>Previewing nonfiction using the table of contents, index, and illustrations</p> <p>Skimming and scanning as nonfiction reading strategies</p>	<p>Questioning as a component of Reciprocal Teaching</p> <p>Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions</p> <p>Contrasting facts/details in different nonfiction texts on the same topic</p>
Literary Analysis	<p>Interrelation of character, plot, setting</p> <p>Comparing and contrasting a fictional portrayal and a historical account of the same event</p>	<p>Characterization in fiction</p>	<p>Genre features of memoir and biography, including point of view, time organization, and selection of details</p>
Debate	<p>What could bring justice for Jerome?</p>	<p>Was Philippe Petit a criminal or a hero?</p> <p>What's next for Justin and Jemmie?</p>	<p>“Scout’s Honor” (Avi) – Were the boys brave or reckless?</p> <p>Were Muhammad Ali’s greatest fights inside or outside the ring?</p>

Scope and Sequence

STARI Series 3

	UNIT 3.1 They Got Game	UNIT 3.2 Immigration Debate	UNIT 3.3 Harlem Renaissance
Texts	<p>Novel: <i>Game</i> (Walter Dean Myers)</p> <p>Picture biography: <i>Roberto Clemente</i> (Jonah Winter)</p> <p>Nonfiction: <i>Real Kids, Real Stories, Real Change</i> (Garth Sundem)</p>	<p>Novel: <i>Ask Me No Questions</i> (Marina Budhos)</p> <p>Nonfiction: <i>Hot Topics: Immigration</i> (Nick Hunter)</p>	<p>Novel: <i>Bronx Masquerade</i> (Nikki Grimes)</p> <p>Nonfiction: <i>The Great Migration</i> (Jacob Lawrence)</p> <p>Nonfiction: <i>Harlem Stomp!</i> (Laban Carrick Hill)</p> <p>Poetry anthology: <i>Poetry for Young People: Langston Hughes</i> (David Roessel and Arnold Rampersad, eds.)</p>
Decoding	<p>Identifying base words and chunking compound words</p> <p>Chunking and recognizing words with a base plus a noun or adjective ending</p>	<p>Identifying syllables as units within words</p> <p>VC CV syllable division rule</p> <p>Pronouncing vowel teams</p>	<p>Using syllable division patterns such as V CV and VC V to chunk and decode multi-syllable words</p> <p>Time and direction prefixes</p> <p>Latin roots</p>
Reading Comprehension	<p>Summarizing and clarifying as components of Reciprocal Teaching</p> <p>Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing</p> <p>Using and citing evidence from a text</p>	<p>Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching</p> <p>Previewing nonfiction using the table of contents and illustrations</p> <p>Skimming and note-taking as nonfiction reading strategies</p>	<p>Questioning as a component of Reciprocal Teaching</p> <p>Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions</p>
Literary Analysis	<p>Elements of fiction: character, setting, plot</p> <p>Tracing a theme in fiction</p>	<p>Characterization in fiction</p>	<p>Genre features of poetry, including mood and metaphor</p>
Debate	<p>Should Drew follow Coach House’s plan?</p>	<p>Who gets a green card?</p> <p>Will legal status help the Hossain family live out their dreams?</p>	<p>At the time of the Great Migration, were African Americans better off in the North?</p>