

## READING RECONSIDERED CURRICULUM MAP (5-8)

**Note on Scope and Sequence:** The Reading Reconsidered curriculum is modular, meaning units within a grade are independent and can be taught in any order. This allows individual schools to select titles that fit with their needs and priorities. In each grade, we recommend 5-6 units per year. For more on the rationale and approach, see the Appendix (p.14).

5 <sup>th</sup> Grade					
	Unit Title	Text and Author	Text Genre and Lexile	Essential Understandings <i>Note: Units are designed with repeated exposure to the following conceptual understandings and themes.</i>	Summative Writing and Assessments
Beginning of the Year	Embracing Difference: Perspective, Empathy, and Narration	<i>Wonder</i> by R.J. Palacio	Realistic Fiction (790L)	<ul style="list-style-type: none"> <li>Experiencing the point of view of another person can lead us to treat one another with greater empathy and kindness.</li> <li>Using multiple narrators in the novel allows us to experience events through multiple perspectives, helping to build our empathy and understand August’s complete story.</li> <li>Everyone feels “different” in some way, and embracing differences is an important part of building relationships and fostering empathy. Every person deserves to be treated with kindness, dignity, and recognition of their humanity.</li> </ul>	<ul style="list-style-type: none"> <li>3 Vocabulary quizzes</li> <li>2 Knowledge quizzes</li> <li>4 Summative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Building a New Home: A Vietnamese Refugee Experience in Verse	<i>Inside Out and Back Again</i> by Thanhha Lai	Novel in verse (800L)	<ul style="list-style-type: none"> <li>Refugees are people who are forced to leave their home countries in order to stay safe. Establishing a new life in a new place requires hard work, struggle, and sacrifice. Positive relationships with others can be important sources for support in navigating evacuation and resettlement.</li> <li>Communication helps people understand each other and feel understood. Language barriers are among the most difficult aspects of resettlement for many refugees.</li> <li>War does not define a place. Countries impacted by war are places of vibrant culture, rich traditions, unique foods, and family heritage.</li> <li>Language in verse provides unique opportunities to capture narrative voice and convey images while telling a story.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>2 Summative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Storytelling and Identity: Chinese Myth and Folklore	<i>Where the Mountain Meets the Moon</i> by Grace Lin	Fantasy (810L)	<ul style="list-style-type: none"> <li>A person’s belief in fantasy depends on their life experiences.</li> <li>Episodic storytelling lets us consider multiple perspectives on similar ideas.</li> <li>Storytelling is an important communal and cultural act, and many important stories come from or are inspired by folklore, fairy tales, and mythology.</li> <li>In a quest novel, the main character gains maturity and understanding as their journey progresses and as they interact with other characters.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>1 Knowledge Quiz</li> <li>3 Summative Writing Opportunities</li> <li>2 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>

Middle of the Year	Discovering Courage: Life under Nazi Occupation	<i>Number the Stars</i> by Lois Lowry (670L)	Historical fiction (670L)	<ul style="list-style-type: none"> <li>• In a coming-of-age narrative, a protagonist moves from a naïve, childlike understanding of the world to a more nuanced, adult perspective. Annemarie’s experiences in this novel introduce her to the complexities of the adult world.</li> <li>• Lowry conveys the horrors of the Holocaust through intimate attention to the “ordinary” life of one child and her family.</li> <li>• Juxtaposing familiar, everyday events with the fear and darkness of the Nazi occupation intensifies tension for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 4 Summative Writing Opportunities</li> <li>• 3 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Finding and Defining Family: Coming-of-Age in the 1960s	<i>One Crazy Summer</i> by Rita Williams Garcia	Historical fiction (750L)	<ul style="list-style-type: none"> <li>• Family can be created through community as well as birth, and roles within a family can also change.</li> <li>• Choosing a new name (for oneself or for another person) can be a revolutionary act, a way to claim or celebrate a new self and identity.</li> <li>• For an individual forced to grow up too quickly, coming of age may require reclaiming childhood and embracing youth; young people coming of age in a turbulent era may have to reconcile conflicting influences to develop more mature perspectives.</li> <li>• Poetry can be a way to empower formerly oppressed people or groups; by close reading lots of different poetry, readers are able to access multiple levels of meaning and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 1 Knowledge Quiz</li> <li>• 4 Summative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Overcoming Obstacles: Pottery in Ancient Korea	<i>A Single Shard</i> by Linda Sue Park	Historical fiction (920L)	<ul style="list-style-type: none"> <li>• Individuals navigate relationships influenced by social classes, cultural customs, and age and gender norms.</li> <li>• By overcoming obstacles and pondering issues of right and wrong, Tree-ear matures and comes of age.</li> <li>• When reading historical fiction, readers must immerse themselves in the world of the novel to fully understand characters’ perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 1 Knowledge Quiz</li> <li>• 5 Summative Writing Opportunities</li> <li>• 2 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>

End of the Year	Journey of Self-Discovery: Childhood in the Great Depression	<i>Bud, Not Buddy</i> by Christopher Paul Curtis	Historical fiction (950L)	<ul style="list-style-type: none"> <li>• Christopher Paul Curtis wrote the novel using Bud’s first-person narration, so the events of the novel are filtered through Bud’s unique and youthful perspective.</li> <li>• Curtis uses Bud’s journey through Michigan in 1936 to introduce readers to many different experiences of the Great Depression – from Hoovervilles to sundown towns to union strikes to jazz. Ironically, Bud is often unaware of the situations around him, and his naïve perspective heightens suspense for the reader and endears readers to Bud through Christopher Paul Curtis’ use of humor.</li> <li>• The symbolic meaning of certain key objects (the suitcase, the blanket, Bud’s name) changes over the course of the novel as Curtis develops the motif of home and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 5 Summative Writing Opportunities</li> <li>• 3 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Exploring New Worlds: British Fantasy	<i>The Magician’s Nephew</i> by C.S. Lewis	Fantasy (790L)	<ul style="list-style-type: none"> <li>• C.S. Lewis combined elements from his literary studies, religious beliefs, childhood experiences, and historical context to craft the world of <i>The Magician’s Nephew</i>; by studying sections of his autobiography, <i>Surprised by Joy</i>, alongside the novel, we can see these influences more clearly.</li> <li>• Recognizing allusions and allegory deepens our understanding of the symbolic meaning of characters and events, making the moral lesson Lewis is intending to teach readers more evident.</li> <li>• The voice of the intrusive narrator can influence the novel’s mood, add to its humor, and create moments of irony; despite not being a character, the narrator shapes our view of character and events.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 3 Summative Writing Opportunities</li> <li>• 5 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>

6 <sup>th</sup> Grade						
	Unit Title	Text and Author	Text Genre and Lexile	Essential Understandings	Summative Writing and Assessments	
Beginning of the Year	Love, Loss, and Hope: An Immigration Story	<i>Esperanza Rising</i> by Pam Muñoz Ryan	Historical fiction (750L)	<ul style="list-style-type: none"> <li>Systems of class and caste have historically shaped the experience and interactions of people in both Mexico and the United States.</li> <li>Experiences of grief and adversity can shape an individual's coming of age.</li> <li>Pam Muñoz Ryan uses the plants of the earth and harvest seasons to communicate symbolically about the characters in the book.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>1 Summative Writing Opportunity</li> <li>3 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>	
	Utopia and Dystopia: World-Building and Self-Discovery	<i>The Giver</i> by Lois Lowry	Dystopian fiction (760L)	<ul style="list-style-type: none"> <li>Communities are often organized around a common set of rituals, rules, and values that create shared identity and establish power dynamics among citizens.</li> <li>Throughout the novel, Lowry uses ambiguity and gradual world-building to build up to major narrative reveals. These reveals invite the reader to consider the utopian and dystopian elements of Jonas's community.</li> <li>Rich human experiences are shaped by both joy and pain. Even if some choices lead to suffering, autonomy is an important part of a full life.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>3 Summative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>	
	Innocence, Prejudice, and Belonging: Social Dynamics and Identity	<i>The Outsiders</i> by S.E. Hinton	Fiction (750L)	<ul style="list-style-type: none"> <li>Social status can unfairly influence society's perceptions.</li> <li>Even in the face of suffering and pain, it is still possible to maintain one's true innocence.</li> <li>We often come to better understand ourselves in relation to others.</li> <li>Hinton uses foreshadowing and mood to create tension throughout the novel.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>1 Knowledge Quiz</li> <li>7 Summative Writing Opportunities</li> <li>6 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>	
	Memoir and Verse: Connecting Memory and Heritage	<i>Brown Girl Dreaming</i> by Jacqueline Woodson	Poetry (990L)	<ul style="list-style-type: none"> <li>In <i>brown girl dreaming</i>, we learn about both Woodson's personal history and the events in history she lives through.</li> <li>Woodson writes her memoir by combining the stories and memories of others with her own; memory is subjective and unreliable.</li> <li>Poetry is a different type of writing than prose, so some of our vocabulary and processes as readers change when we read poems.</li> <li>People are complex; their young life, experiences, and family history shape their world view as they grow. Part of growing up is understanding the perspectives and beliefs of others.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>3 Summative Writing Opportunities</li> <li>1 Creative Writing Opportunity</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>	

Middle of the Year	Freedom for All: Liberty and Enslavement in the American Revolution	<i>Chains</i> by Laurie Halse Anderson	Historical fiction (780L)	<ul style="list-style-type: none"> <li>Colonial American society was deeply divided by race, class, and gender, and an individual's role within that structure determined his or her authority.</li> <li>It was a contradiction for American Patriots to seek liberty from Great Britain while dehumanizing their slaves and denying them their freedom.</li> <li>Laurie Halse Anderson builds tension through first person narration, juxtaposition, and symbolism of the natural world in the novel to engage the reader and bring to life the trauma of the slave experience.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>6 Summative Writing Opportunities</li> <li>3 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	The Hero's Journey: A Greek Epic of Finding Home	<i>Heroes, Gods, and Monsters of the Greek Myths</i> by Bernard Evslin	Mythology (800L)	<ul style="list-style-type: none"> <li>The Greek myths are culturally and historically important works that resonate to this day.</li> <li>These myths provide a window to understanding Greek culture through the way in which they serve as explanations for the world as seen through the eyes of the ancient Greeks.</li> <li>These stories have inspired a wealth of artistic creation throughout history and have also had a deep impact on language.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>1 Summative Writing Opportunity</li> <li>1 Creative Writing Opportunity</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Seasonal Cycles: An Ojibwe Family's Year	<i>The Birchbark House</i> by Louise Erdrich	Historical Fiction (970L)	<ul style="list-style-type: none"> <li>Louise Erdrich immerses readers in a warm, detailed portrayal of Anishinabe life in hopes that readers will identify with this family and understand a version of American history she believes is frequently overlooked.</li> <li>Because of seasonal cycles of abundance and scarcity, relationships in the novel are characterized by interdependence and reciprocity. Dependence on the natural world leads to deep respect and knowledge of natural resources and a belief in the awareness of all beings.</li> <li>Erdrich divides the novel into seasonal sections to create a structure that is cyclical and symbolically resonant. Readers follow Omakayas through a pivotal year of maturation, grief, and transformation as each season brings new challenges and new growth.</li> </ul>	<ul style="list-style-type: none"> <li>3 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>3 Summative Writing Opportunities</li> <li>4 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
End of the Year	Telling our Stories: Autobiography and Humor	<i>Boy: Tales of Childhood</i> by Roald Dahl	Memoir (1020L)	<ul style="list-style-type: none"> <li>Autobiographical writing gives authors an opportunity to share important personal stories about their lives.</li> <li>Authors use particular writing techniques to create various types of humor.</li> <li>A person's young life, especially their interactions at school and with adults, shapes their world view as they grow.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>1 Summative Writing Opportunity</li> <li>7 Creative Writing Opportunities</li> <li>1 Persuasive Writing Opportunity</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>

	Friendship Across Difference: Reliability and Perspective	<i>Freak the Mighty</i> by Rodman Philbrick	Realistic Fiction (1000L)	<ul style="list-style-type: none"> <li>• First-person narration may be unreliable because a first-person narrator is sharing his or her own perspective and memories. memory is shaped by our expectations and experiences.</li> <li>• People process trauma or fear in many ways; the way a person copes with past distress impacts his or her perspective on the present.</li> <li>• A young person's self-concept is malleable; self-image is particularly influenced by significant relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 4 Summative Writing Opportunities</li> <li>• 3 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
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7<sup>th</sup> Grade

	Unit Title	Text and Author	Text Genre and Lexile	Essential Understandings	Summative Writing and Assessments
Beginning of the Year	Introduction to Poets and Poetry: Reading and Writing in Verse	Various Authors	Poetry (N/A)	<ul style="list-style-type: none"> <li>Poetry is an important literary genre that uses the power of language to create vivid images, evoke strong emotion, and open us up to different perspectives on life.</li> <li>Poetry causes us to consider multiple perspectives on similar ideas.</li> <li>Poetry is an important communal and cultural act, and many important poems are inspired by history, music, and life experience.</li> <li>Poetry is not necessarily a more complex genre than prose (though it can be challenging!), but it requires different skills from the ones used while reading prose.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>4 Poetry Writing Opportunities</li> <li>2 Summative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Writing a Home: Experimenting with Genre and Voice	<i>The House on Mango Street</i> by Sandra Cisneros	Novella (860L)	<ul style="list-style-type: none"> <li>Cisneros purposefully blurs boundaries between poetry and prose, fiction and memoir, and different literary forms through this series of vignettes. She makes stylistic choices that increase ambiguity and cause readers to consider multiple interpretations.</li> <li>Studying Cisneros's life and her other writings provide insight into characters, settings, and emotions within the book. By examining parallels between Cisneros's and Esperanza's lives, readers can better understand major themes in Cisneros's fiction.</li> <li><i>The House on Mango Street</i> is a coming-of-age story: Esperanza gains maturity and develops a more adult perspective as the vignettes progress.</li> </ul>	<ul style="list-style-type: none"> <li>1 Vocabulary Quiz</li> <li>2 Knowledge Quizzes</li> <li>5 Summative Writing Opportunities</li> <li>5 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Fantasy and Reality: Wordplay and Allegory	<i>Haroun and the Sea of Stories</i> by Salman Rushdie	Fantasy (940L)	<ul style="list-style-type: none"> <li>In <i>Haroun and the Sea of Stories</i>, Salman Rushdie invites us into a world of humor, wordplay, and wit to convey his understanding of an important purpose of stories: stories nurture creativity. Rushdie weaves elements of fantasy, fairy tales, and the Hero's Journey into his novel to point out that stories fuel our imaginations.</li> <li><i>Haroun and the Sea of Stories</i> is allegorical; Rushdie reflects on and reimagines his experience of being silenced and threatened because of his beliefs and writings. Through allegory, Rushdie indirectly communicates his perspectives about how the suppression of speech can have chilling impacts on individuals and the larger society.</li> <li>Although fictional stories aren't real, they hold real importance for humanity: they bring enjoyment and beauty to our lives; they help families, communities, and societies communicate their history and ideas; they help readers explore a deeper understanding of themselves and each other.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>4 Summative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>

Middle of the Year	Human Nature and Survival: Understanding Symbolism	<i>Lord of the Flies</i> by William Golding	Dystopian fiction (770L)	<ul style="list-style-type: none"> <li>• The fight between good and evil is an age-old conflict.</li> <li>• Hunger for power and irrational fear can silence wisdom and reason.</li> <li>• Golding believes that civilized society is inevitably corrupted (or destroyed) by the innate tendency to sin in all humans.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quiz</li> <li>• 2 Summative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Exploring Story Elements: Narrative Short Stories	Narrative Short Story Unit by Various Authors	Short story	<ul style="list-style-type: none"> <li>• Short stories are works of concise fiction that can usually be read in one sitting and often focus on developing one clear thematic idea.</li> <li>• Short stories manipulate traditional narrative story elements (setting, rising action, climax, resolution) in unique and specific ways to enhance the emotional impact on the reader.</li> <li>• Authors explore common thematic ideas—coming-of-age, guilt, shame, dignity—but express different messages about these ideas.</li> <li>• Authors write in conversation with the context of their time and place.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 1 Knowledge Quiz</li> <li>• 5 Summative Writing Opportunities</li> <li>• 3 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Family and Pride: Black Land Ownership in the Great Depression	<i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor	Historical Fiction (920L)	<ul style="list-style-type: none"> <li>• Mildred D. Taylor drew on her personal history and her family’s experiences to tell a story she did not see reflected in the books she was exposed to as a child; one of her goals in writing this novel was to depict a strong, loving family surviving entrenched systems of oppression with pride and devotion to one another.</li> <li>• As Cassie matures, she grows to realize the ways in which racism and systems of white supremacy shape the society in which she lives. With her family’s guidance, she must find a way to reconcile her own sense of self-respect with the cruelty and brutality of the world around her.</li> <li>• The Logans’ land is central to the family’s identity and stability. Throughout the novel, characters make sacrifices and difficult decisions to ensure it remains in the family for future generations.</li> <li>• Through personification and symbolism (often of elements of nature or weather), Taylor develops motifs in the novel that reinforce central themes, mirror rising conflict, or contribute to the mood of scenes throughout the novel.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quiz</li> <li>• 6 Summative Writing Opportunities</li> <li>• 5 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>



End of the Year	Fighting for Girls' Education: A Memoir of Resilience	<i>I Am Malala (Young Reader's Edition)</i> by Malala Yousafzai with Patricia McCormick	Memoir (1000L)	<ul style="list-style-type: none"> <li>• In her memoir, Malala intentionally selects events from her past and shapes them through the lens of her present experiences to communicate her particular perspectives about her family, faith, culture, and her passionate belief in education for all.</li> <li>• Pakistani culture and the Islamic religion, like all cultures and religions, are interpreted in a variety of ways and are manifested differently in the lives of people who experience them.</li> <li>• Fear plays different roles in motivating actions. It can be used as a tool to prevent people from acting or speaking their minds, but it can also generate acts of courage and inspire people to greater achievements.</li> <li>• Education is crucial and confers power and privileges on people—not just the acts of reading and writing, but the ability to gain knowledge that is helpful in analyzing events and concepts in the world around us. However, there are many circumstances in which children are prevented from receiving an education, and girls are disproportionately impacted by these exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 4 Summative Writing Opportunities</li> <li>• 1 Creative Writing Opportunity</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
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8<sup>th</sup> Grade

	Unit Title	Text and Author	Text Genre and Lexile	Essential Understandings	Summative Writing and Assessments
Beginning of the Year	Imagining Other Worlds to Understand Our Own: Introduction to Science Fiction	Science Fiction Short Story Unit by Various authors	Short stories	<ul style="list-style-type: none"> <li>• Authors may write science fiction to comment on the world in which they live; by creating speculative worlds, authors can experiment with themes, connections, and possibilities that allow readers to reflect on their own world in a new way.</li> <li>• Examining the interaction between people, technology, and nature in fiction may help readers consider implications of scientific innovation on people and communities.</li> <li>• Readers of science fiction can use historical context and an author's biography to better understand the themes and critiques of a piece of science fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 9 Summative Writing Opportunities</li> <li>• 6 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Allegorical Storytelling: Satire and the Russian Revolution	<i>Animal Farm</i> by George Orwell	Satirical allegory/Fable (1170L)	<ul style="list-style-type: none"> <li>• Communism was born out of the shortcomings of capitalism and monarchy, and it promised its participants equality. However, due to hypocrisies among communist leadership, people living and working in communist countries did not receive the equality they were promised.</li> <li>• George Orwell was a disillusioned socialist and journalist who was deeply disappointed by the failures of communism in eastern Europe and the West's unwillingness to see these failures for the threats they were. As such, he adopted a cynical view of government and politics that he communicates, in <i>Animal Farm</i>, through allegory rather than direct attack.</li> <li>• Language is inherently political and can be weaponized. While language can be used to motivate and inspire, it can also be used to manipulate and oppress.</li> <li>• Fable, allegory, and satire are genres that permit writers to indirectly share a political or moral message or to criticize hypocrisies and injustices.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 7 Summative Writing Opportunities</li> <li>• 3 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
	Confronting Unpredictability: Fluid Narration in the Mystery Genre	<i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon	Mystery (1090L)	<ul style="list-style-type: none"> <li>• A person's perspective is their unique view of the world, but it is not always fully reliable.</li> <li>• The unpredictability of the world does not always respond to our efforts to impose order and logic on it.</li> <li>• Sometimes embracing our limitations and learning to live with them can be more freeing than running from them.</li> <li>• Mark Haddon's use of sentence structure, word choice, and unconventional text elements create a distinctive voice for Christopher's narration.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 3 Summative Writing Opportunities</li> <li>• 4 Creative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>

Middle of the Year	Bearing Witness to Evil: A Memoir of the Holocaust	<i>Night</i> by Elie Wiesel	Memoir (590L)	<ul style="list-style-type: none"> <li>Wiesel writes about his experiences in Auschwitz to ensure those murdered by the Nazis are remembered by future generations, to warn readers about the dangers of indifference, and to help the world understand the atrocities he and many others experienced in the concentration camps.</li> <li>Wiesel's understanding of faith, family, and humanity is profoundly shaped by the brutality and deprivation of the concentration camp. His experiences force him to make impossible choices in order to survive.</li> <li>By immersing ourselves in Wiesel's experience and perspective, we are able to more deeply empathize with him and see his memoir as an individual, human story within the devastating scope of the Holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>1 Knowledge Quizzes</li> <li>2 Summative Writing Opportunities</li> <li>1 Research Project</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	Exploring Morality: Narration and Perspective in the Jim Crow Era	<i>To Kill a Mockingbird</i> by Harper Lee	Literary fiction (790L)	<ul style="list-style-type: none"> <li>To document the growing awareness that protagonists undergo in a coming-of-age novel, Lee blends the naïve, unreliable perspective of Scout as a child with the ironic, satirical perspective of the adult Scout in this retrospective narration.</li> <li>The Jim Crow South was a period of enforced segregation and legalized discrimination that led to the formation of a caste system in the United States. Although there were clear economic and class prejudices within white America, these were often forgotten as individual biases and systemic racism united white society in discrimination against their Black neighbors, both in day-to-day interactions and in institutions such as the legal system.</li> <li>Learning to adopt other people's perspectives can help us to understand them and their choices, even when those choices differ from our own.</li> <li>We possess a historical lens that is different from/unavailable to both the characters and the author. This lens helps to sharpen our analysis of the moral courage and the flaws of Atticus Finch.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>7 Summative Writing Opportunities</li> <li>3 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>

	Reading a Play: Lorraine Hansberry and the American Dream	<i>A Raisin in the Sun</i> by Lorraine Hansberry	Drama (N/A)	<ul style="list-style-type: none"> <li>For Black Americans in the 1950s, the pursuit of the American Dream was complicated by a oppressions restricting opportunities and access. Housing discrimination was one way in which racism limited Black Americans' ability to achieve the American Dream.</li> <li><i>A Raisin in the Sun</i> is a canonical example of American drama because it explores historical context and themes through the relationships of one Black family. As characters grapple with conflicting dreams and struggle to understand and connect with one another, Hansberry shares “the truth of Black people's lives [...] on the stage” in a way that hadn’t been done before.</li> <li>Reading a play is different than reading a novel or other genre of text. The playwright uses only dialogue and stage directions to build a world and tell a story, and we must also consider elements of stagecraft that might not be on the page. Actors, directors, and designers bring a play to life through blocking, set and costume design, lighting, and other choices.</li> <li>Lorraine Hansberry drew from her own personal experiences when writing <i>A Raisin in the Sun</i>, so by studying her biography and supplemental writing, we gain a greater understanding of her purpose in crafting the play.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>6 Summative Writing Opportunities</li> <li>1 Creative Writing Opportunity</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
End of the Year	Myth and Culture: Stories of Greek Gods	<i>The Wanderings of Odysseus</i> by Rosemary Sutcliff	Mythology (1220L)	<ul style="list-style-type: none"> <li>Translations and retellings of original stories are dependent on perspective.</li> <li>Myths, epic poetry, and hero’s tales can teach a society about its morals and ethics.</li> <li>Odysseus must face not only physical obstacles and foes, but his own flaws—just as we all must do.</li> <li>The hero’s journey is an enduring story archetype for which Odysseus’s tale is foundational.</li> </ul>	<ul style="list-style-type: none"> <li>3 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>5 Summative Writing Opportunities</li> <li>1 Creative Writing Opportunity</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>
	A Voice of Abolition: Narratives of Enslavement	<i>A Narrative of the Life of Frederick Douglass</i> by Frederick Douglass	Autobiography (940L)	<ul style="list-style-type: none"> <li>The practice of enslavement is incompatible with humanity; slavery dehumanizes both the enslaved and the enslaver.</li> <li>Legal freedom and personal freedom are connected but separate; legal freedom can be given and taken away by the government, but personal freedom comes from within. Both, Douglass argues, are human rights.</li> <li>The prohibition of education is one of the worst aspects of enslavement. Education, specifically literacy, is a powerful tool of freedom.</li> <li>Douglass saw “Christian” slaveholding societies as the ultimate hypocrisy. He believed that it was impossible to be truly Christian while also tolerating slavery.</li> </ul>	<ul style="list-style-type: none"> <li>2 Vocabulary Quizzes</li> <li>2 Knowledge Quizzes</li> <li>2 Summative Writing Opportunities</li> <li>2 Creative Writing Opportunities</li> <li>Mid-Term Assessment</li> <li>End of Unit Assessment</li> </ul>

Introduction to John Steinbeck: Migrant Workers During the Great Depression	<i>Of Mice and Men</i> by John Steinbeck	Novella (1000L)	<ul style="list-style-type: none"> <li>• John Steinbeck’s novella is set in Salinas, where Steinbeck himself grew up. This setting intentionally alludes to the Garden of Eden and the Book of Genesis in the Bible.</li> <li>• The Great Depression led to an increase in migrant workers. Exacerbated by the economic challenges of this period, the lifestyle of many of these workers was characterized by discrimination, loneliness, and unfulfilled dreams.</li> <li>• Steinbeck is a naturalist writer, meaning the story contains acts of violence described with a detached tone; his characters are powerless to change their destinies.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 5 Summative Writing Opportunities</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>
Introduction to Shakespeare	<i>Romeo and Juliet</i> by William Shakespeare	Shakespearean drama	<ul style="list-style-type: none"> <li>• Shakespeare’s language is both complex and accessible. Shakespeare plays with language, layering different and sometimes contradictory meaning in his puns and tying different scenes to each other through his motifs.</li> <li>• Romeo and Juliet is not so much a love story but a passion story: the protagonists tumble immediately and headlong into romantic passion, but are surrounded by characters with other passions: Tybalt’s anger and jealousy about the feud, Lord Capulet’s passion defense of his power and position, Mercutio’s manic playfulness and antics.</li> <li>• Elizabethans viewed “fate” as a powerful unchanging force written in the stars. Though Shakespeare weaves that idea throughout Romeo and Juliet, he also hints that free will plays a role in the tragedy through some of the choices that the characters make.</li> <li>• <i>Romeo and Juliet</i> endures because it wrestles with essential issues of human nature.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Vocabulary Quizzes</li> <li>• 2 Knowledge Quizzes</li> <li>• 3 Summative Writing Opportunities</li> <li>• 2 Creative Writing Opportunities</li> <li>• 1 Persuasive Writing Opportunity</li> <li>• Mid-Term Assessment</li> <li>• End of Unit Assessment</li> </ul>

## Appendix: Building a Scope and Sequence for the Reading Reconsidered Curriculum

### A Modular Curriculum

We have designed the Reading Reconsidered Curriculum as a modular curriculum—that is, we plan our units to be independent of one another. This allows each individual school to select titles that fit with their own situation: their diverse population, the needs of their students and teachers, and the instructional priorities of their schools. While this system supports a school’s autonomy, it also requires a school to think through what their reading curriculum will ultimately look like, both in selecting which texts to read and in determining the order in which the texts will be read.

### Factors to Consider:

To support you in personalizing your own Scope and Sequence, here are some factors to consider when building your curriculum:

- **Gauge Interest:** While we believe that all of our units are engaging, and while we know that each student is an individual with varying taste in literature, there are some texts that seem to engage most students time and time again. These high interest texts can be a smart way to engage students in reading right at the start of the year.
- **Build Complexity:** We select texts and develop units with rigor in mind, since we believe that all students can access that rigor in a supportive learning environment. Still, the units within our suggested grade bands offer different degrees of rigor. The Lexile of a particular text might give some insight to complexity; the content of a unit—the lenses through which students analyze the text—might also increase rigor. Use the Curriculum Unit Options document to review the terms, concepts, and historical and social context of a particular text and unit—along with the knowledge of your students—to make decisions about a particular unit’s complexity.
- **Introduce Different Genres:** Students should learn to read and love texts across genres. To encourage that, you might think about including different types of works (contemporary fiction, historical fiction, poetry or novel in verse, autobiography) as you make your text selections.
- **Widen Students’ Worlds:** Rudine Sims Bishop’s “[Windows, Mirrors, and Sliding Glass Doors](#)” is a thoughtful consideration about texts and their power to inform and shape student perspectives. As you select texts for your students, consider balancing the genders, ethnicities, races, religions, cultures, and abilities of protagonists and/or authors, and the historical eras and geographical areas of the settings.
- **Consider Sensitive Content:** Some of our texts explore challenging content and mature situations. Sometimes, these texts might best be positioned later in the school year, after teachers have gotten to know their students and have built a safe academic space in which students can discuss issues sensitively and maturely.
- **Include Writing Support:** Some units include lessons to support students as they brainstorm and craft ideas into topic sentences, supporting details, or other components of summative writing. Consider the needs of your students—these units can be positioned early in the year, so teachers and students can internalize the components and practice throughout the rest of the year; they can also be positioned later in the year, so students begin the year with units that focus on sentence-level developmental writing and build up to longer assignments.

**A Final Note:** There are many different lenses through which we can approach a rich text. This means that each text can fulfill multiple roles within a sequence—a complex text can also be high-interest while adding genre diversity. Our lists should inspire you, but not limit you! If you’re curious about one school’s process of text selection, check out our [blog post](#).

## Reading Reconsidered Current Titles

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>● <i>Number the Stars</i> by Lois Lowry (670L)</li> <li>● <i>One Crazy Summer</i> by Rita Williams-Garcia (750L)</li> <li>● <i>The Magician's Nephew</i> by C.S. Lewis (790L)</li> <li>● <i>Wonder</i> by R. J. Palacio (790L)</li> <li>● <i>Inside Out and Back Again</i> (800L)</li> <li>● <i>Where the Mountain Meets the Moon</i> by Grace Lin (810L)</li> <li>● <i>A Single Shard</i> by Linda Sue Park (920L)</li> <li>● <i>Bud, Not Buddy</i> by Christopher Paul Curtis (950L)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Outsiders</i> by S.E. Hinton (750L)</li> <li>● <i>Esperanza Rising</i> by Pam Muñoz Ryan (750L)</li> <li>● <i>The Giver</i> by Lois Lowry (760L)</li> <li>● <i>Chains</i> by Laurie Halse Anderson (780L)</li> <li>● <i>Heroes, Gods, and Monsters</i> by Bernard Evslin (800L)</li> <li>● <i>The Birchbark House</i> (970L)</li> <li>● <i>Brown Girl Dreaming</i> by Jacqueline Woodson (990L)</li> <li>● <i>Freak the Mighty</i> by Rodman Philbrick (1000L)</li> <li>● <i>Boy: Tales of Childhood</i> by Roald Dahl (1020L)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Lord of The Flies</i> by William Golding (770L)</li> <li>● <i>The House on Mango Street</i> by Sandra Cisneros (860L)</li> <li>● <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (920L)</li> <li>● <i>Haroun and the Sea of Stories</i> (940L)</li> <li>● <i>I Am Malala: Young Reader's Edition</i> by Malala Yousafzai (1000L)</li> <li>● <i>Catherine Called Birdy</i> (1090L) - Spring 2024</li> <li>● Narrative Short Story Unit</li> <li>● Poetry Unit</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Night</i> by Elie Wiesel (590L)</li> <li>● <i>Of Mice and Men</i> by John Steinbeck (630L)</li> <li>● <i>To Kill a Mockingbird</i> by Harper Lee (790L)</li> <li>● <i>Animal Farm</i> by George Orwell (1170L)</li> <li>● <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (1040L)</li> <li>● <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon (1090L)</li> <li>● <i>The Wanderings of Odysseus</i> by Rosemary Sutcliff (1220)</li> <li>● <i>Romeo and Juliet</i> by William Shakespeare</li> <li>● Science Fiction Short Story Unit</li> <li>● <i>A Raisin in The Sun</i> by Lorraine Hansberry</li> </ul>

**Guiding Questions**

- What are your instructional priorities for your school?
- Are you looking for protagonists/authors who reflect a particular culture for your school community?
- Is there a thematic organization to your ELA classes?
- Are there specific genres you want to highlight?

**General Rationale**

- **Beginning of the Year:** We recommend starting with a high interest book, potentially lower in complexity to allow for the installation of systems of shared reading, formative and developmental writing, discussion (more accessible texts earlier in the year)
- **Middle of the Year:** After students are comfortable with structures and systems of the curriculum, we consider introducing more extensive writing, sensitive or intense content, and additional text complexity.
- **End of the Year:** Consider what students need to be prepared for the next grade. You may wish to introduce more complex nonfiction, more extended writing, additional genres.

**Scope and Sequence Example**

	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Unit 1</b>	<i>Wonder</i>	<i>The Giver</i>	<i>The House on Mango Street</i>	Science Fiction Short Stories Unit
<b>Unit 2</b>	<i>Inside Out and Back Again</i>	<i>brown girl dreaming</i>	<i>Haroun and the Sea of Stories</i>	<i>Animal Farm</i>
<b>Unit 3</b>	<i>Number the Stars</i>	<i>The Birchbark House</i>	Narrative Short Story Unit	<i>A Raisin in the Sun</i>
<b>Unit 4</b>	<i>One Crazy Summer</i>	<i>Freak the Mighty</i>	<i>Roll of Thunder, Hear My Cry</i>	<i>Narrative of the Life of Frederick Douglass</i>
<b>Unit 5</b>	<i>The Magician's Nephew</i>	<i>Boy: Tales of Childhood</i>	<i>I Am Malala</i>	<i>Romeo and Juliet</i>

**Scope and Sequence Template**



	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				

*Note: Units are approximately 6 weeks in length, so we typically recommend 5-6 units per year. This may vary based on your calendar and class length.*