

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

Scope and Sequence

STARI Series 2

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

Scope and Sequence

STAR Series 3

	UNIT 3.1 They Got Game	UNIT 3.2 Between Two Worlds	UNIT 3.3 Harlem Renaissance
Texts	Novel: <i>Game</i> (Walter Dean Myers) Picture biography: <i>Roberto Clemente</i> (Jonah Winter) Nonfiction: <i>Real Kids, Real Stories, Real Change</i> (Garth Sundem)	Novel: <i>Ask Me No Questions</i> (Marina Budhos) Nonfiction: <i>Hot Topics: Immigration</i> (Nick Hunter)	Novel: <i>Bronx Masquerade</i> (Nikki Grimes) Nonfiction: <i>The Great Migration</i> (Jacob Lawrence) Nonfiction: <i>Harlem Stomp!</i> (Laban Carrick Hill)
Decoding	Identifying base words and chunking compound words Chunking and recognizing words with a base plus a noun or adjective ending	Identifying syllables as units within words VC CV syllable division rule Pronouncing vowel teams	Using syllable division patterns such as V CV and VC V to chunk and decode multi-syllable words Time and direction prefixes Latin roots
Reading Comprehension	Summarizing and clarifying as components of Reciprocal Teaching Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing Using and citing evidence from a text	Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching Previewing nonfiction using the table of contents and illustrations Skimming and note-taking as nonfiction reading strategies	Questioning as a component of Reciprocal Teaching Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions
Literary Analysis	Analyzing elements of fiction: character, setting, plot Tracing a theme in fiction	Analyzing characterization in fiction	Analyzing genre features of poetry, including mood and metaphor
Debate	Should Drew follow Coach House’s plan?	Who gets a green card? Will legal status help the Hossain family live out their dreams?	At the time of the Great Migration, were African Americans better off in the North?
English Language Development	Summarizing most important aspects of information (orally and in writing) Interpreting figures of speech in context to make inferences about character	Offering alternatives to extend or deepen awareness of factors that contribute to particular outcomes Interpreting figurative language in context to make inferences about character	Generating questions about different perspectives Demonstrating command of sentence structure

Scope and Sequence

STARI Series 4

	UNIT 4.1 Strength and Struggle	UNIT 4.2 Working for Change	UNIT 4.3 Truth, Lies, and Memory
Texts	Novel: <i>Yaqui Delgado Wants to Kick Your Ass</i> (Meg Medina) Nonfiction: <i>Mario and the Hole in the Sky</i> (Elizabeth Rusch)	Novel told in verse: <i>Fifteen and Change</i> (Max Howard) Nonfiction: <i>Kids on Strike</i> (Susan Campbell Bartoletti) Short story collection: <i>Fresh Ink</i> (Lamar Giles)	Novel: <i>Kent State</i> (Deborah Wiles) Nonfiction: <i>The United States and Vietnam: A Complicated History</i> (Kyle Johnson)
Decoding	Identifying base words and chunking compound words Recognizing and chunking words with a base plus a prefix or suffix Recognizing cognates	Identifying syllables as units within words Pronouncing vowel teams VC CV syllable division rule	Using syllable division patterns such as V CV and VC V to chunk and decode multisyllable words Verb suffixes Direction prefixes Latin roots
Reading Comprehension	Summarizing and clarifying as components of Reciprocal Teaching Using 5 Ws (who, did what, when, etc) as a scaffold for summarizing Using and citing evidence from a text	Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching Previewing nonfiction using the table of contents and illustrations Skimming and scanning as nonfiction reading strategies	Questioning as a component of Reciprocal Teaching Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions
Literary Analysis	Analyzing complex characters and how they develop over the course of the story Analyzing how complex characters interact with other characters	Analyzing how complex characters develop, advance the plot, and develop a theme Analyzing figurative language in poetry	Analyzing the perspectives of complex characters Analyzing author’s choices about the structure of a text Analyzing the representation of a subject in different mediums
Debate	Did Piddy make the right decision - should she walk away, or stay and fight?	Should an organization strike or not? In the text, Zeke is working for change. Was he successful?	Should the U.S. have gotten involved with the war in Vietnam? Who was to blame for the events at Kent State on May 4, 1970?
English Language Development	Summarizing most important aspects of information (orally and in writing) Interpreting figures of speech in context to make inferences about character	Offering alternatives to extend or deepen awareness of factors that contribute to particular outcomes Interpreting figurative language in context to make inferences about character	Generating questions about different perspectives Demonstrating command of sentence structure