The READING EDGE Middle Grades
SECOND EDITION

Scope and Sequence

Level 4					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts** **[I] informational** **[L] literature**	**Number of Cycles**	**Number of Lessons**
Getting Started*	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.		N/A	1	8
Clarify Words and Ideas Clarifying Strategy introduction	Use clarifying strategies to figure out the meanings of words, phrases, and passages. [CV]	Write a complete answer that explains your thinking.	"The Skin You're In" *ASK* magazine [I]	2	16
Identify Main Ideas	Use clues and strategies to help identify main ideas. [MI]	Use details to support the main ideas.	"How Did They Build That?" *Appleseeds* magazine [I]	2	16
Step Up to Research					4
Use Questioning Questioning Strategy introduction	Use questioning strategies to check comprehension. [DC]	Use descriptive details in analyzing a character.	*The Whipping Boy* by Sid Fleischman [L]	2	16
Make Predictions Predicting Strategy introduction	Use clues to make predictions. [DC]	State an opinion and support it with reasons.	"Power Up!" *Appleseeds* magazine [I]	2	16
Step Up to Research					4
Analyze Story Events	Identify and analyze important story events by tracing plot development and identifying turning points. [RE]	State an opinion and support it with reasons.	*Journey to Jo'burg* by Beverly Naidoo [L]	2	16
Compare and Contrast	Compare and contrast themes. [RE]	Organize ideas and use signal words to show comparing and contrasting.	*Aesop's Fables* retold by Ann McGovern [L]	2	16
			Total Level 4	**13**	**112**

*Use the level 6 Getting Started unit for levels 4–6.

Level 5					
Unit	Reading Objective	Writing Objective	Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Getting Started*	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.	N/A	N/A	1	8
Clarify Words and Ideas Clarifying Strategy introduction	Use clarifying strategies to figure out the meanings of words, phrases, and passages. [CV]	Write a complete answer that explains your thinking.	*Sahara* by Jan Reynolds (cycle 1) [I] *Race to the South Pole* by Lorraine Jean Hopping (cycle 2) [I]	2	16
Identify Central Ideas	Use clues and strategies that help to identify main ideas. [MI]	Use key terms to develop the topic.	*How Plants Survive* by Kathleen V. Kudlinski (cycle 1) [I] *Wildfires* by Susan Ring (cycle 2) [I]	2	16
Step Up to Research					4
Use Questioning Questioning Strategy introduction	Use questioning strategies to help understand information. [DC]	Develop the topic with definitions and concrete details.	*In the Deep* by Mary Kay Carson (cycle 1) [I] "Night Life" *Odyssey* magazine (cycle 2) [I]	2	16
Step Up to Research					4
Analyze Story Elements Predicting Strategy introduction	Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence. [AC]	Support a point with evidence from the text.	*On My Honor* by Marion Dane Bauer [L]	2	16
Make Connections	Draw inferences from the text, and cite evidence to support inferences. [DC]	Analyze and choose words and phrases from the text that support your point.	*Love That Dog* by Sharon Creech [L]	2	16
Author's Message	Analyze how the characters' viewpoints and experiences support the author's message. [DC]	Draw evidence from literary text to support a conclusion.	*Seedfolks* by Paul Fleischman [L]	2	16
			Total Level 5	**13**	**112**

*Use the level 6 Getting Started unit for levels 4–6.

Level 6					
Unit	Reading Objective	Writing Objective	Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Getting Started	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.	N/A	N/A	1	8
Clarify Words and Ideas Clarifying Strategy introduction	Use clarifying strategies to figure out the meanings of words, phrases, and passages. [CV]	Write a complete answer that explains your thinking.	"Where Are You Going: Why People Move" *Faces* magazine [I]	2	16
Identify Central Ideas	Use clues and strategies that help to identify main ideas. [MI]	Use examples to help a reader understand the information.	*The Body in Motion* by Lisa Trumbauer (cycle 1) [I] *The Heart: Our Circulatory System* by Seymour Simon (cycle 2) [I]	2	16
Step Up to Research					4
Use Questioning Questioning Strategy introduction	Use questioning strategies to help understand information. [DC]	Develop the topic with key terms learned from the text.	*Gorilla Doctors* by Pamela S. Turner [I]	2	16
Step Up to Research					4
Word Choice Predicting Strategy introduction (literature)	Analyze the impact of word choice on meaning and tone. [DC]	Analyze and cite examples of the author's word choice to support your point.	*Skeleton Man* by Joseph Bruchac [L]	2	16
Create a Summary Summary rubric introduced	Develop an effective summary and practice study skills. [MI]	Develop the topic with key terms learned from the text.	*The Brain: Our Nervous System* by Seymour Simon [I]	2	16
Interpret Information Summarizing Strategy introduction (informational)	Use both text and visual information to draw conclusions. [DC]	Provide supporting facts, examples, or events.	*Hurricanes* by Joseph K. Brennan (cycle 1) [I] *Real World Data: Graphing Natural Disasters* by Barbara A. Somerville (cycle 2) [I]	2	16
Step Up to Research					4
Analyze Events	Analyze a historical account to determine the most important events. [DC]	Use words and phrases that help a reader understand how the facts or events are related.	*Only the Names Remain: The Cherokee Trail of Tears* by Alex W. Bealer [I]	2	16

continued

Level 6					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts [I] informational [L] literature**	**Number of Cycles**	**Number of Lessons**
Analyze Story Elements Summarizing Strategy introduction (literature)	Analyze story elements to determine the theme. [DC]	Select and cite dialogue to support a point.	*Missing May* by Cynthia Rylant [L]	2	16
Use Multiple Sources Predicting Strategy introduction (informational)	Draw conclusions based on information from multiple sources. [DC]	Gather relevant information from multiple sources to answer a question.	"Early Explorers" *Cobblestone* magazine [I]	2	16
Compare and Contrast Questioning Strategy introduction (literature)	Compare and contrast themes of short stories. [RE]	Use words and phrases that clarify differences and similarities.	*Baseball in April* by Gary Soto [L]	2	16
Reading a Play	Analyze setting, characters, language, action, and stage directions in a play. [AC]	Draw a conclusion and support it with evidence from the text.	*The Miracle Worker* by William Gibson [L]	2	16
Draw Conclusions from Evidence	Draw conclusions about historical events based on evidence in the text. [DC]	Include a concluding statement that supports the argument presented.	*King George, What Was His Problem?* by Steve Sheinkin [I]	2	16
Step Up to Research					4
			Total Level 6	**25**	**216**

Level 6 Honors					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts [I] informational [L] literature**	**Number of Cycles**	**Number of Lessons**
Clarify Complex Text	Use strategies to clarify complex text. [CV]	Use precise language and key terms from the text to explain the topic.	"Staying Healthy: It's a Science!" *Odyssey* magazine [I]	2	16
Analyze a Process	Analyze and explain a process and its purpose. [RE]	Use information from the text to describe a process or experiment.	*The Frog Scientist* by Pamela S. Turner [I]	2	16
Reading a Primary Source	Analyze what a primary source reveals about the historical context. [RE]	Use quotations from the text to support a claim.	*Leon's Story* by Leon Tillage (cycle 1) (autobiography) "The Great Migration" *Footsteps* magazine (cycle 2) [I]	2	16
Step Up to Research					4

continued

Level 6 Honors

Unit	Reading Objective	Writing Objective	Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Analyze Story Elements	Support analysis with several pieces of textual evidence. [DC]	Select and cite dialogue to support a point.	*The Tiger Rising* by Kate DeCamillo [L]	2	16
Author's Choices	Analyze an author's word choice and other techniques and their effects. [AC]	Use quotations from the text to support a claim.	*Rimshots: Basketball Pix, Rolls, and Rhythms* by Charles R. Smith [L]	2	16
Make Connections	Draw conclusions and support them with evidence from the text. [DC]	Use words and phrases that show the connections between claims and reasons.	*India: The People* by Bobbie Kalman [I]	2	16
Step Up to Research					4
			Total Level 6 Honors	**12**	**104**

Level 7

Unit	Reading Objective	Writing Objective	Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Getting Started	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.	N/A	N/A	1	8
Clarify Words and Ideas Clarifying Strategy introduction	Use clarifying strategies to figure out the meanings of words, phrases, and passages. [CV]	Write a complete answer that explains your thinking.	"Piracy" *Odyssey* magazine [I]	2	16
Recognize Text Patterns	Use strategies to help identify important information and the relationship of ideas. [MI]	Organize ideas and use signal words to help a reader understand how the ideas are related.	*Mars* by Mary Kay Carson (cycle 1) [I] *One Thing Leads to Another* by Debra Lucas (cycle 2) [I]	2	16
Step Up to Research					4
Use Questioning Questioning Strategy introduction (informational)	Use questioning strategies to help understand information. [DC]	Use details and examples that help a reader make a mind movie.	*Navajo Code Talkers* by Andrew Santella [I]	2	16
Step Up to Research					4

			Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Level 7					
Unit	**Reading Objective**	**Writing Objective**			
Analyze Plot and Theme Predicting Strategy introduction (literature)	Analyze story elements to draw conclusions about theme. [RE]	Begin with a clear point (a well-worded thesis).	*Indigo* by Alice Hoffman [L]	2	16
Create a Summary Summary rubric introduced	Develop an effective summary. [MI]	Clearly introduce a point and support it with evidence from the text.	"Machines: Can You Live Without Them?" *Faces* magazine [I]	2	16
Analyze Events	Analyze and draw conclusions about historical events and the author's viewpoint. [AP]	Use words and phrases that help the readers understand how the events are related.	*Invasion: The Story of D-Day* (excerpt) by Bruce Bliven, Jr. [I]	2	16
Step Up to Research					4
Word Choice	Analyze the impact of specific word choice on meaning and tone. [AC]	Analyze and cite examples of the author's word choice to support your point.	*Neighborhood Odes* by Gary Soto [L]	2	16
Clarify Words in Science Predicting Strategy introduction (informational)	Use strategies to clarify the meanings of symbols, key terms, and other words and phrases used in scientific and technical text. [CV]	Use key scientific terms and definitions from the text to explain a process.	"On Ice" *Odyssey* magazine [I]	2	16
Point of View Questioning Strategy introduction (literature)	Analyze how an author develops and contrasts points of view of different characters or narrators. [AC]	Quote narrators to support analysis of their points of view.	*New Found Land* (excerpt) by Allan Wolf [L]	2	16
Analyze Arguments	Support a point with relevant evidence and trace and evaluate the argument and specific claims in a text. [AA]	Use words and phrases that help a reader see how the reasons are related to the claim.	*Clear Thinking and Writing* by John Langan (cycle 1) [I] *Science Ethics and Controversies* by Eve Hartman and Wendy Meshbesher (cycle 2) [I]	2	16
Connect Causes and Effects Summarizing Strategy introduction (informational)	Identify and explain causes and outcomes. [RE]	Organize ideas and use signal words to show connections between causes and effects.	"23 Little-Known Events that Changed America" *Cobblestone* magazine [I]	2	16

Level 7					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts [I] informational [L] literature**	**Number of Cycles**	**Number of Lessons**
Use Multiple Sources	Gather and synthesize information from multiple sources to answer a central question. [DC]	Gather relevant information from multiple sources to answer a question.	"So You Think You Know Africa?" *Faces* magazine [I]	2	16
Step Up to Research					4
			Total Level 7	**25**	**216**

Level 7 Honors					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts [I] informational [L] literature**	**Number of Cycles**	**Number of Lessons**
Clarify Complex Text	Use strategies to clarify complex text. [CV]	Support a claim with facts and data.	"Oil Spill" *Odyssey* magazine [I]	2	16
Reading a Play	Analyze setting, characters, language, action and stage directions in a play. [RE]	Quote dialogue from the text to support your point.	*Novio Boy* by Gary Soto [L]	2	16
Make Connections	Analyze primary and secondary sources and make cause-and-effect connections. [RE]	Introduce a topic clearly, and provide a concluding statement that supports the information.	*The Dust Bowl* edited by David C. King [I]	2	16
Step Up to Research					4
Models and Analogies	Use visualization and analogies to clarify text. [RE]	Use science terms learned from the text to clearly and accurately explain a process.	*Amusement Park Science* by Dan Greenberg (cycle 1) [I] Readings in the student edition (cycle 2) [I]	2	16
Step Up to Research					4
Analyze Plot and Theme	Analyze how particular elements of a story interact. [RE]	Begin with a clear point (a well-worded thesis).	*Soldier's Heart* by Gary Paulsen [L]	2	16
Author's Purpose	Determine the author's purpose and analyze the development of the central ideas presented. [AP]	Use precise language and key terms from the text to explain the topic.	"Deadly Diseases" *Cobblestone* magazine [I]	2	16
			Total Level 7 Honors	**12**	**104**

			Student Texts [I] informational [L] literature		
Level 8					
Unit	Reading Objective	Writing Objective		Number of Cycles	Number of Lessons
Getting Started	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.	N/A	N/A	1	8
Clarify Words and Ideas Clarifying Strategy introduction	Use clarifying strategies to figure out the meanings of words, phrases, and passages. [CV]	Write a quality answer that includes supporting facts or examples.	"The Magic of Language" *Odyssey* magazine [I]	2	16
Make Connections Predicting Strategy introduction (informational)	Use strategies to help identify important information and the relationship of ideas. [MI]	Establish and maintain a formal style.	"Rage or Reason: When Scientists Feud" *Odyssey* magazine [I]	2	16
Step Up to Research					4
Use Questioning Questioning Strategy introduction (literature)	Use questioning strategies to help understand an author's message. [DC]	Support a position with relevant evidence from the text.	*A Long Walk to Water* by Linda Sue Park [L]	2	16
Create a Summary Summary rubric introduced	Develop an effective summary with relevant supporting details. [MI]	Develop the topic with relevant details.	*Witchcraft of Salem Village* by Shirley Jackson [I]	2	16
Interpret Information Summarizing Strategy introduction (informational)	Interpret both visual information and information in print to draw conclusions. [DC]	Support a conclusion with evidence and data.	*Real World Data: Graphing War and Conflict* by Andrew Solway (cycle 1) [I] "World War II and Denmark" by Lyle Prescott (cycle 2) [I] (reading in student edition)	2	16
Step Up to Research					4
Quality of Evidence Questioning Strategy introduction (informational)	Identify textual evidence that refutes a claim and explain why. [AA]	Use words and phrases that help the audience see how the reasons are related to the claim.	"History's Lies" *Calliope* magazine [I]	2	16
Problem and Solution	Analyze problems and draw conclusions about solutions based on information in the text. [RE]	Explain the connections between facts, events, or ideas.	"Science and the City" *Odyssey* magazine [I]	2	16

continued

Level 8					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts** **[I] informational** **[L] literature**	**Number** **of Cycles**	**Number** **of Lessons**
Author's Intent	Identify aspects of a text that reveal an author's point of view or purpose. [AP]	Introduce a claim and distinguish it from alternate or opposing claims.	*The Smart Aleck's Guide to American History* by Adam Selzer [I]	2	16
Step Up to Research					4
Compare and Contrast	Compare and contrast characters, plots, and themes of short stories. [RE]	Organize ideas to show a compare/contrast relationship.	*Throwing Shadows* by E. L. Konigsburg [L]	2	16
Causes and Effects	Draw conclusions about causes and effects and cite the textual evidence that most strongly supports them. [RE]	Draw evidence from informational text to support a conclusion.	*The Johnstown Flood* by Marc Tyler Nobleman [I]	2	16
Analyze Arguments	Analyze and evaluate an argument and its support. [AA]	Use words and phrases that help the audience see how the reasons are related to the claim.	*Great Speeches* (literary nonfiction readings in student edition) [I]	2	16
Step Up to Research					4
Analyze Characters and Theme Predicting Strategy introduction (literature)	Determine a theme or central idea of a text and analyze its development including its relationship to characters, setting, and plot. [DC]	Draw evidence from literary text to support analysis.	*House on Mango Street* by Sandra Cisneros [L]	2	16
			Total Level 8	**25**	**216**

Level 8 Honors					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts** **[I informational** **[L] literature**	**Number** **of Cycles**	**Number** **of Lessons**
Reading Essays	Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs. [AP]	Support a position with relevant evidence from the text.	*This I Believe II* edited by Jay Allison and Dan Gediman [I] (literary nonfiction)	2	16
Clarify Complex Text	Use strategies to clarify figurative and connotative meanings. [CV]	Analyze and cite examples of the author's word choice to support your point.	*The Prince and the Pauper* (excerpt) by Mark Twain [L]	2	16

Level 8 Honors

Unit	Reading Objective	Writing Objective	Student Texts [I informational [L] literature	Number of Cycles	Number of Lessons
Author's Purpose	Analyze the author's purpose and define the central question the author seeks to address. [AP]	Clearly state a position and include good reasons that support that position.	*Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion* by Lorrie Griffin Burns [I]	2	16
Step Up to Research					4
Make Connections	Analyze events and make cause-and-effect connections. [RE]	Use evidence from informational text to support analysis of causes and effects.	*An American Plague* by Jim Murphy [I]	2	16
Literary Connections	Analyze how the theme of a story is shaped by specific details. [AC]	Choose and quote words, phrases, and dialogue from the text to support your point.	*Great Tales and Poems of Edgar Allan Poe* [L]	2	16
Reading a History Text	Clarify the meanings of words, phrases, and concepts presented in history text. [CV]	End with a closing statement that supports the information.	*A History of US: War, Peace, and All That Jazz* by Joy Hakim (chapters 25–36) [I]	2	16
Step Up to Research					4
			Total Level 8 Honors	**12**	**104**

Level 2-3

Unit	Reading Objective	Writing Objective	Student Texts [I] informational [L] literature	Number of Cycles	Number of Lessons
Getting Started	Learn how to work successfully in a team so we can help one another improve our reading and learning skills.	N/A	N/A	1	8
Clarify Words and Ideas	Use clarifying strategies. [CV]	Write a complete answer that explains your thinking.	*Martin Luther King, Jr. and the March on Washington* by Frances E. Ruffin (cycle 1) [I] *Snap! A Book About Alligators and Crocodiles* by Melvin Berger (cycle 2) [I]	2	16

continued

			Level 2-3		
Unit	**Reading Objective**	**Writing Objective**	**Student Texts** **[I] informational** **[L] literature**	**Number of Cycles**	**Number of Lessons**
Sound Blending and Chunking	Clarify words in the text by blending sounds and breaking words into chunks. [CV]	Use details to support the main idea.	*Twisters!* by Kate Hayden (cycle 1) [I] *The Bravest Dog Ever: The True Story of Balto* by Natalie Standiford (cycle 2) [I]	2	16
Reread, Ask for Help, and Read On	Clarify the meaning of words by rereading, reading ahead, and asking others for help. [CV]	Use key words from the text to write about a topic.	*Titanic: Lost…and Found* by Judy Donnelly (cycle 1) [I] *Tentacles! Tales of the Giant Squid* by Shirley Ray Redmond (cycle 2) [I]	2	16
Use Context Clues	Use other words and phrases in the text to clarify the meaning of difficult words. [CV]	Choose words and phrases from the text that support your point.	*Wagon Wheels* by Barbara Brenner (cycle 1) [L] *The True Story of Pocahontas* by Lucille Penner (cycle 2) [L]	2	16
Use Other Resources and Background Knowledge	Use dictionaries, thesauruses, and your own knowledge to clarify difficult words in the text. [CV]	Use details to describe a character.	*Small Wolf* by Nathaniel Benchley (cycle 1) [L] *Clouds of Terror* by Catherine A. Welch (cycle 2) [L]	2	16
Literary Text Structures	Use story elements (e.g., plot, setting, etc.) to clarify the meaning of words in a story. [CV]	Draw a conclusion about the story and give examples to support it.	*Aladdin and the Magic Lamp* by Carl Bowen (cycle 1) [L] *Ali Baba and the Forty Thieves* by Matthew Manning (cycle 2) [L]	2	16
Informational Text Structures	Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of words in a text. [CV]	Use key words from the text to write about a topic.	*S-s-snakes!* by Lucille Recht Penner (cycle 1) [I] *Hungry Plants* by Mary Batten (cycle 2) [I]	2	16
Use Other Resources and Background Knowledge	Use dictionaries, thesauruses, and your own knowledge to clarify difficult sentences and passages in the text. [CV]	Develop the topic with definitions and details.	*Bermuda Triangle* by Andrew Donkin (cycle 1) [I] *Eruption! The Story of Volcanoes* by Anita Generi (cycle 2) [I]	2	16

Level 2-3					
Unit	**Reading Objective**	**Writing Objective**	**Student Texts [I] informational [L] literature**	**Number of Cycles**	**Number of Lessons**
Use Context Clues	Use other sentences or passages in the text to clarify the meaning of difficult sections of the text. [CV]	Write a complete answer that explains your thinking.	*Flight* by Robert Burleigh (cycle 1) [I] *Exploring the West* by Vicki Tyler Witt (cycle 2) [I]	2	16
Reread, Ask for Help, and Read On	Clarify sentences and passages by rereading, reading ahead, and asking others for help. [CV]	Use details to describe a character.	*Fire at the Triangle Factory* by Holly Littlefield (cycle 1) [L] *The Drinking Gourd* by F.N. Monjo (cycle 2) [L]	2	16
Sound Blending and Chunking	Clarify words in the text by blending sounds and breaking words into chunks. [CV]	Draw a conclusion about the story and give examples to support it.	*Finding Providence* by Avi (cycle 1) [L] *The Seven Voyages of Sinbad* by Martin Powell (cycle 2) [L]	2	16
Informational Text Structures	Use informational text structures (e.g. compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text. [CV]	Write a complete answer that explains your thinking.	*Moonwalk: The First Trip to the Moon* by Judy Donnelly (cycle 1) [I] *Baseball's Greatest Hitters* by Sydelle Kramer (cycle 2) [I]	2	16
			Total Level 2-3	**25**	**200**