

Scope and Sequence for The Reading Edge 3rd Edition

| Level 1        | Unit 1                                                      | Unit 2                                               | Unit 3                                                                                            | Unit 4                                                                     | Unit 5                             | Unit 6                                        | Unit 7                                             | Unit 8                                | Unit 9                            | Unit 10                              | Unit 11                              | Unit 12                                | Unit 13                             | Unit 14                        |
|----------------|-------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------|-----------------------------------------------|----------------------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|----------------------------------------|-------------------------------------|--------------------------------|
|                | On the Road                                                 | Big Cats of Africa                                   | A Trip to Mexico                                                                                  | A Visit With Fish                                                          | Kayaking to the Sea                | In the Outback                                | Cycle Race in France                               | Life on a Ranch                       | Auto Show in Japan                | Stuck in Goo                         | To the North Pole                    | Texas Balloon Race                     | Surfing in South Africa             | Quiz Show in London            |
| Sounds/Letters |                                                             |                                                      |                                                                                                   |                                                                            |                                    |                                               |                                                    |                                       |                                   |                                      |                                      |                                        |                                     |                                |
|                | /g/<br>/s/<br>/t/<br>/l/<br>/n/<br>/b/<br>/e/<br>/u/<br>/a/ | /c/<br>/r/<br>/m/<br>/h/<br>/w/<br>/d/<br>/o/<br>/i/ | /p/<br>/k/<br>/ck/<br>/f/<br>/bl/<br>/pl/<br>/cl/<br>/fl/<br>/gl/<br>/nd/<br>/nk/<br>/nt/<br>/ng/ | /ch/<br>/tch/<br>/sh/<br>/th/<br>/thr/<br>/a_e/<br>/i_e/<br>/o_e/<br>/u_e/ | /ee/<br>/ea/<br>/ie/<br>-ing<br>-s | /ai/<br>/ay/<br>/oa/<br>/ow/<br>(show)<br>-ed | soft /g/<br>soft /c/<br>/oi/<br>/oy/<br>all<br>alk | /ou/<br>/ow/<br>(cow)<br>/au/<br>/aw/ | /ew/<br>/ue/<br>old<br>olt<br>oll | /ui/<br>/oo/<br>(moon)<br>ild<br>ind | /ur/<br>/ir/<br>/er/<br>/ar/<br>/or/ | /igh/<br>/uy/<br>/y/<br>/oo/<br>(good) | -ge<br>-dge<br>-nge<br>/ph/<br>/wh/ | /eigh/<br>/qu/<br>/wr/<br>/kn/ |

Scope and Sequence for The Reading Edge 3rd Edition

|                                                        |                                                              |                                    |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
|--------------------------------------------------------|--------------------------------------------------------------|------------------------------------|-------------------------------|--------------------------------------------------------|------------------------------------------------|----------------------------------------------|----------------------|--------------------------------------|------------------------------------------------|--------------------------|-------------------------------------------------------|-------------------------------------------------------|---------------------------------|------------------------|-------------------------------------------------|-------------------------------------------|---------------------------------------------------|------------------------------------------------|--------------------------------------|--------------------------|--------------------------------|-------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------|--|--|
|                                                        | First unit to be taught.                                     |                                    |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
| Level 2-3                                              | Clarify Words and Ideas                                      |                                    | Sound Blending and Chunking I |                                                        | Reread, Ask for Help, and Read On I            |                                              | Use Context Clues I  |                                      | Use Other Resources and Background Knowledge I |                          | Literary Text Structures                              |                                                       | Informational Text Structures I |                        | Use Other Resources and Background Knowledge II |                                           | Use Context Clues II                              |                                                | Reread, Ask for Help, and Read On II |                          | Sound Blending and Chunking II |                                                 | Informational Text Structures II              |                                                                     |  |  |
|                                                        | Martin Luther King, Jr. and the March on Washington cycle 1* | Alligators and Crocodiles cycle 2* | Twisters! cycle 1*            | The Bravest Dog Ever: The True Story of Balto cycle 2* | The <i>Titanic</i> : Lost...and Found cycle 1* | Tentacles! Tales of the Giant Squid cycle 2* | Wagon Wheels cycle 1 | The True Story of Pocahontas cycle 2 | A Band of Angels cycle 1                       | Clouds of Terror cycle 2 | I Survived: The Attack of the Grizzlies, 1967 cycle 1 | I Survived: The Attack of the Grizzlies, 1967 cycle 2 | S-s-snakes! cycle 1*            | Hungry Plants cycle 2* | Bermuda Triangle cycle 1*                       | Eruption! The Story of Volcanoes cycle 2* | Flight: The Journey of Charles Lindbergh cycle 1* | Passage to Freedom: The Sugihara Story cycle 2 | Fire at the Triangle Factory cycle 1 | The Hill of Fire cycle 2 | Finding Providence cycle 1     | Benjamin Banneker: Pioneering Scientist cycle 2 | Moonwalk: The First Trip to the Moon cycle 1* | Baseball's Greatest Hitters From Ty Cobb to Miguel Cabrara cycle 2* |  |  |
| Strategy Introduction                                  |                                                              |                                    |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
| Clarifying                                             | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               | •                      | •                                               | •                                         | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Predicting                                             | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               | •                      | •                                               | •                                         | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Questioning                                            | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               | •                      | •                                               | •                                         | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Summarizing                                            | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               | •                      | •                                               | •                                         | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Skills                                                 |                                                              |                                    |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
| Analyze an argument [AA]                               |                                                              | •                                  |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
| Author's craft; literary devices [AC]                  |                                                              |                                    | •                             |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       | •                                                     |                                 |                        | •                                               |                                           | •                                                 | •                                              |                                      | •                        |                                |                                                 |                                               |                                                                     |  |  |
| Identify author's intent or purpose [AP]               |                                                              |                                    | •                             |                                                        | •                                              | •                                            |                      |                                      |                                                |                          |                                                       |                                                       | •                               | •                      |                                                 | •                                         | •                                                 | •                                              | •                                    |                          |                                |                                                 | •                                             |                                                                     |  |  |
| Clarify vocabulary [CV]                                | ✓                                                            | ✓                                  | ✓                             | ✓                                                      | ✓                                              | ✓                                            | ✓                    | ✓                                    | ✓                                              | ✓                        | ✓                                                     | ✓                                                     | ✓                               | ✓                      | ✓                                               | ✓                                         | ✓                                                 | ✓                                              | ✓                                    | ✓                        | ✓                              | ✓                                               | ✓                                             | ✓                                                                   |  |  |
| Make inferences; interpret data; draw conclusions [DC] | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               |                        |                                                 |                                           | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Identify the main idea that is stated or implied [MI]  | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    |                                                |                          |                                                       |                                                       | •                               | •                      | •                                               | •                                         | •                                                 |                                                |                                      | •                        |                                |                                                 | •                                             | •                                                                   |  |  |
| Analyze relationships [RE]                             |                                                              | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     | •                               | •                      | •                                               | •                                         | •                                                 | •                                              | •                                    | •                        | •                              | •                                               | •                                             | •                                                                   |  |  |
| Support an answer; cite supporting evidence [SA]       | •                                                            | •                                  | •                             | •                                                      | •                                              | •                                            | •                    | •                                    | •                                              | •                        | •                                                     | •                                                     |                                 |                        |                                                 |                                           | •                                                 | •                                              | •                                    | •                        | •                              | •                                               |                                               | •                                                                   |  |  |
|                                                        |                                                              |                                    |                               |                                                        |                                                |                                              |                      |                                      |                                                |                          |                                                       |                                                       |                                 |                        |                                                 |                                           |                                                   |                                                |                                      |                          |                                |                                                 |                                               |                                                                     |  |  |
| Test day skill question                                | 2                                                            | 1                                  | 2                             | 1                                                      | 2                                              | 2                                            | 1                    | 1                                    | 1                                              | 1                        | 1                                                     | 1                                                     | 2                               | 2                      | 1                                               | 2                                         | 1                                                 | 1                                              | 1                                    | 1                        | 1                              | 1                                               | 1                                             | 1                                                                   |  |  |

Key: \* = Informational Text   ✓ = Targeted skill   • = Covered skill

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| Level 2-3 | First unit to be taught.                                     |                                    |                               |                                                        |                                                |                                              |                                                |                                      |                          |                                 |                                                       |                                                       |                      |                        |                                      |                                           |                                                   |                                                |                                      |                          |                            |                                                 |                                               |                                                                     |
|-----------|--------------------------------------------------------------|------------------------------------|-------------------------------|--------------------------------------------------------|------------------------------------------------|----------------------------------------------|------------------------------------------------|--------------------------------------|--------------------------|---------------------------------|-------------------------------------------------------|-------------------------------------------------------|----------------------|------------------------|--------------------------------------|-------------------------------------------|---------------------------------------------------|------------------------------------------------|--------------------------------------|--------------------------|----------------------------|-------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------|
|           | Clarify Words and Ideas                                      |                                    | Sound Blending and Chunking I | Reread, Ask for Help, and Read On I                    |                                                | Use Context Clues I                          | Use Other Resources and Background Knowledge I | Literary Text Structures             |                          | Informational Text Structures I |                                                       | Use Other Resources and Background Knowledge II       | Use Context Clues II |                        | Reread, Ask for Help, and Read On II |                                           | Sound Blending and Chunking II                    | Informational Text Structures II               |                                      |                          |                            |                                                 |                                               |                                                                     |
|           | Martin Luther King, Jr. and the March on Washington cycle 1* | Alligators and Crocodiles cycle 2* | Twisters! cycle 1*            | The Bravest Dog Ever: The True Story of Balto cycle 2* | The <i>Titanic</i> : Lost...and Found cycle 1* | Tentacles! Tales of the Giant Squid cycle 2* | Wagon Wheels cycle 1                           | The True Story of Pocahontas cycle 2 | A Band of Angels cycle 1 | Clouds of Terror cycle 2        | I Survived: The Attack of the Grizzlies, 1967 cycle 1 | I Survived: The Attack of the Grizzlies, 1967 cycle 2 | S-s-snakes! cycle 1* | Hungry Plants cycle 2* | Bermuda Triangle cycle 1*            | Eruption! The Story of Volcanoes cycle 2* | Flight: The Journey of Charles Lindbergh cycle 1* | Passage to Freedom: The Sugihara Story cycle 2 | Fire at the Triangle Factory cycle 1 | The Hill of Fire cycle 2 | Finding Providence cycle 1 | Benjamin Banneker: Pioneering Scientist cycle 2 | Moonwalk: The First Trip to the Moon cycle 1* | Baseball's Greatest Hitters From Ty Cobb to Miguel Cabrera cycle 2* |
|           | Base word + suffix                                           |                                    |                               |                                                        |                                                |                                              |                                                | •                                    | •                        | •                               |                                                       | •                                                     |                      | •                      |                                      |                                           |                                                   | •                                              | •                                    | •                        |                            | •                                               |                                               |                                                                     |
|           | Prefix + base word                                           |                                    |                               |                                                        |                                                |                                              |                                                |                                      |                          |                                 | •                                                     | •                                                     |                      |                        | •                                    |                                           |                                                   |                                                |                                      |                          |                            |                                                 | •                                             |                                                                     |
|           | Compound words                                               |                                    |                               |                                                        | •                                              |                                              | •                                              |                                      |                          |                                 |                                                       |                                                       |                      |                        |                                      |                                           | •                                                 | •                                              |                                      |                          |                            |                                                 |                                               |                                                                     |
|           | Contractions                                                 |                                    |                               |                                                        |                                                |                                              |                                                |                                      |                          |                                 |                                                       |                                                       |                      |                        |                                      |                                           |                                                   |                                                |                                      |                          |                            |                                                 |                                               |                                                                     |
|           | Chunking                                                     |                                    | •                             |                                                        |                                                |                                              |                                                |                                      |                          |                                 |                                                       |                                                       | •                    |                        |                                      |                                           |                                                   |                                                | •                                    |                          |                            |                                                 |                                               |                                                                     |
|           | Consonant blends                                             |                                    |                               | •                                                      | •                                              |                                              | •                                              |                                      |                          |                                 |                                                       |                                                       |                      |                        |                                      | •                                         |                                                   |                                                |                                      |                          |                            | •                                               |                                               |                                                                     |

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| First three units to be taught in sequence.            |                                                              |                                                              |                                                                      |                                                                      |                          |                          |                                                                                   |                                                                                   |                                                   |                                                   |                          |                        |
|--------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------|------------------------|
| Level 4                                                | Clarify Words and Ideas                                      |                                                              | Identify Main Ideas                                                  |                                                                      | Use Questioning          |                          | Make Predictions                                                                  |                                                                                   | Analyze Story Events                              |                                                   | Compare and Contrast [L] |                        |
|                                                        | Wow in the World: The How and Wow of the Human Body cycle 1* | Wow in the World: The How and Wow of the Human Body cycle 2* | Wild Buildings and Bridges: Architecture Inspired by Nature cycle 1* | Wild Buildings and Bridges: Architecture Inspired by Nature cycle 2* | The Whipping Boy cycle 1 | The Whipping Boy cycle 2 | Going Blue: A Teen Guide to Saving our Oceans, Lakes, Rivers, & Wetlands cycle 1* | Going Blue: A Teen Guide to Saving our Oceans, Lakes, Rivers, & Wetlands cycle 2* | Journey to Jo'burg: A South African Story cycle 1 | Journey to Jo'burg: A South African Story cycle 2 | Aesop's Fables cycle 1   | Aesop's Fables cycle 2 |
|                                                        |                                                              |                                                              |                                                                      |                                                                      |                          |                          |                                                                                   |                                                                                   |                                                   |                                                   |                          |                        |
| Strategy Introduction                                  |                                                              |                                                              |                                                                      |                                                                      |                          |                          |                                                                                   |                                                                                   |                                                   |                                                   |                          |                        |
| Clarifying                                             | ✓                                                            | ✓                                                            | •                                                                    | •                                                                    | •                        | •                        | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Predicting                                             | •                                                            | •                                                            | •                                                                    | •                                                                    | •                        | •                        | ✓                                                                                 | ✓                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Questioning                                            | •                                                            | •                                                            | •                                                                    | •                                                                    | ✓                        | ✓                        | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Summarizing                                            | •                                                            | •                                                            | •                                                                    | •                                                                    | •                        | •                        | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Skills                                                 |                                                              |                                                              |                                                                      |                                                                      |                          |                          |                                                                                   |                                                                                   |                                                   |                                                   |                          |                        |
| Analyze an argument [AA]                               |                                                              |                                                              | •                                                                    | •                                                                    |                          |                          | •                                                                                 | •                                                                                 | •                                                 |                                                   |                          |                        |
| Author's craft; literary devices [AC]                  | •                                                            | •                                                            |                                                                      | •                                                                    |                          |                          | •                                                                                 | •                                                                                 | •                                                 | •                                                 |                          |                        |
| Identify author's intent or purpose [AP]               | •                                                            | •                                                            | •                                                                    | •                                                                    |                          |                          | •                                                                                 | •                                                                                 |                                                   |                                                   |                          | •                      |
| Clarify vocabulary [CV]                                | ✓                                                            | ✓                                                            | •                                                                    | •                                                                    | •                        | •                        | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Make inferences; interpret data; draw conclusions [DC] |                                                              |                                                              | •                                                                    | •                                                                    | ✓                        | ✓                        | ✓                                                                                 | ✓                                                                                 | •                                                 | •                                                 |                          | •                      |
| Identify the main idea that is stated or implied [MI]  | •                                                            | •                                                            | ✓                                                                    | ✓                                                                    |                          |                          | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Analyze relationships [RE]                             | •                                                            | •                                                            | •                                                                    | •                                                                    | •                        | •                        | •                                                                                 | •                                                                                 | ✓                                                 | ✓                                                 | ✓                        | ✓                      |
| Support an answer; cite supporting evidence [SA]       |                                                              |                                                              | •                                                                    | •                                                                    | •                        | •                        | •                                                                                 | •                                                                                 | •                                                 | •                                                 | •                        | •                      |
| Test day skill question                                |                                                              |                                                              |                                                                      |                                                                      |                          |                          |                                                                                   |                                                                                   |                                                   |                                                   |                          |                        |
|                                                        | 3                                                            | 3                                                            | 3                                                                    | 4                                                                    | 1                        | 1                        | 2                                                                                 | 2                                                                                 | 5                                                 | 5                                                 | 3                        | 1                      |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

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|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|--------------------------------------------------------|---------------------------------------------|---------------------------------|-----------------------------|--------------------|----------------------|--------------------------------------|------------------------|---------------------|-----------------------|-----------------------|-------------------|-------------------|
| Level 5                                                | First three units to be taught in sequence. |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        | Clarify Words and Ideas                     |                                 | Identify Central Ideas      |                    | Use Questioning      |                                      | Analyze Story Elements |                     | Make Connections      |                       | Author's Message  |                   |
|                                                        | Sahara cycle 1*                             | Race to the South Pole cycle 2* | How Plants Survive cycle 1* | Wildfires cycle 2* | In the Deep cycle 1* | Night Life ODYSSEY magazine cycle 2* | On My Honor cycle 1    | On My Honor cycle 2 | Love That Dog cycle 1 | Love That Dog cycle 2 | Seedfolks cycle 1 | Seedfolks cycle 2 |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
| Strategy Introduction                                  |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
| Clarifying                                             | ✓                                           | ✓                               | •                           | •                  | •                    | •                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Predicting                                             | •                                           | •                               | •                           | •                  | •                    | •                                    | ✓                      | ✓                   | •                     | •                     | •                 | •                 |
| Questioning                                            | •                                           | •                               | •                           | •                  | ✓                    | ✓                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Summarizing                                            | •                                           | •                               | •                           | •                  | •                    | •                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Skills                                                 |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
| Analyze an argument [AA]                               |                                             |                                 |                             |                    |                      |                                      | •                      | •                   | •                     |                       |                   |                   |
| Author's craft; literary devices [AC]                  |                                             |                                 |                             |                    |                      |                                      | ✓                      | ✓                   | •                     | •                     |                   |                   |
| Identify author's intent or purpose [AP]               |                                             |                                 | •                           | •                  | •                    | •                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Clarify vocabulary [CV]                                | ✓                                           | ✓                               | •                           | •                  | •                    | •                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Make inferences; interpret data; draw conclusions [DC] |                                             | •                               | •                           | •                  | ✓                    | ✓                                    | •                      | •                   | ✓                     | ✓                     | ✓                 | ✓                 |
| Identify the main idea that is stated or implied [MI]  | •                                           | •                               | ✓                           | ✓                  | •                    | •                                    | •                      |                     | •                     | •                     |                   |                   |
| Analyze relationships [RE]                             |                                             |                                 | •                           | •                  |                      |                                      | •                      | •                   | •                     | •                     | •                 | •                 |
| Support an answer; cite supporting evidence [SA]       |                                             | •                               | •                           | •                  |                      | •                                    | •                      | •                   | •                     | •                     | •                 | •                 |
| Test day skill question                                |                                             |                                 |                             |                    |                      |                                      |                        |                     |                       |                       |                   |                   |
|                                                        | 5                                           | 3                               | 2                           | 2                  | 2                    | 2                                    | 3                      | 3                   | 4                     | 5                     | 2                 | 3                 |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

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| First three units to be taught in sequence.            |                           |                           |                             |                                            |                                                        |                                                        |                      |                      |                                        |                                        |                       |                                                           |                                                             |                                                             |                        |                     |                                               |                                               |                           |                           |                            |                            |                                                                                                  |                                                                                                  |   |  |
|--------------------------------------------------------|---------------------------|---------------------------|-----------------------------|--------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|----------------------|----------------------|----------------------------------------|----------------------------------------|-----------------------|-----------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|------------------------|---------------------|-----------------------------------------------|-----------------------------------------------|---------------------------|---------------------------|----------------------------|----------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---|--|
| Level 6                                                | Clarify Words and Ideas   |                           | Identify Central Ideas      |                                            | Use Questioning                                        |                                                        | Word Choice          |                      | Create a Summary/ Study Skills         |                                        | Interpret Information |                                                           | Analyze Events                                              |                                                             | Analyze Story Elements |                     | Use Multiple Sources [L]                      |                                               | Compare and Contrast [L]  |                           | Reading a Play             |                            | Draw Conclusions from Evidence                                                                   |                                                                                                  |   |  |
|                                                        | We Are Displaced cycle 1* | We Are Displaced cycle 2* | The Body in Motion cycle 1* | The Heart: Our Circulatory System cycle 2* | Gorilla Doctors: Saving Endangered Great Apes cycle 1* | Gorilla Doctors: Saving Endangered Great Apes cycle 2* | Skeleton Man cycle 1 | Skeleton Man cycle 2 | The Brain: Our Nervous System cycle 1* | The Brain: Our Nervous System cycle 2* | Hurricanes cycle 1*   | Nature Unleashed: The Power of Natural Disasters cycle 2* | Only the Names Remain: The Cherokee Trail of Tears cycle 1* | Only the Names Remain: The Cherokee Trail of Tears cycle 2* | Missing May cycle 1    | Missing May cycle 2 | Early Explorers COBBLESTONE magazine cycle 1* | Early Explorers COBBLESTONE magazine cycle 2* | Baseball in April cycle 1 | Baseball in April cycle 2 | The Miracle Worker cycle 1 | The Miracle Worker cycle 2 | King George: What Was His Problem? The Whole Hilarious Story of the American Revolution cycle 1* | King George: What Was His Problem? The Whole Hilarious Story of the American Revolution cycle 2* |   |  |
| Strategy Introduction                                  |                           |                           |                             |                                            |                                                        |                                                        |                      |                      |                                        |                                        |                       |                                                           |                                                             |                                                             |                        |                     |                                               |                                               |                           |                           |                            |                            |                                                                                                  |                                                                                                  |   |  |
| Clarifying                                             | ✓                         | ✓                         | •                           | •                                          | •                                                      | •                                                      | •                    | •                    | •                                      | •                                      | •                     | •                                                         | •                                                           | •                                                           | •                      | •                   | •                                             | •                                             | •                         | •                         | •                          | •                          | •                                                                                                | •                                                                                                | • |  |
| Predicting                                             | •                         | •                         | •                           | •                                          | •                                                      | •                                                      | ✓                    | ✓                    | •                                      | •                                      | •                     | •                                                         | •                                                           | •                                                           | •                      | •                   | ✓                                             | ✓                                             | •                         | •                         | •                          | •                          | •                                                                                                | •                                                                                                | • |  |
| Questioning                                            | •                         | •                         | •                           | •                                          | ✓                                                      | ✓                                                      | •                    | •                    | •                                      | •                                      | •                     | •                                                         | •                                                           | •                                                           | •                      | •                   | •                                             | •                                             | ✓                         | ✓                         | •                          | •                          | •                                                                                                | •                                                                                                | • |  |
| Summarizing                                            | •                         | •                         | •                           | •                                          | •                                                      | •                                                      | •                    | •                    | •                                      | •                                      | ✓                     | ✓                                                         | •                                                           | •                                                           | ✓                      | ✓                   | •                                             | •                                             | •                         | •                         | •                          | •                          | •                                                                                                | •                                                                                                | • |  |
| Skills                                                 |                           |                           |                             |                                            |                                                        |                                                        |                      |                      |                                        |                                        |                       |                                                           |                                                             |                                                             |                        |                     |                                               |                                               |                           |                           |                            |                            |                                                                                                  |                                                                                                  |   |  |
| Analyze an argument [AA]                               |                           |                           | •                           |                                            |                                                        |                                                        |                      |                      |                                        |                                        |                       |                                                           |                                                             |                                                             |                        | •                   |                                               |                                               |                           | •                         | •                          |                            | •                                                                                                | •                                                                                                |   |  |
| Author's craft; literary devices [AC]                  |                           | •                         |                             |                                            |                                                        |                                                        | •                    | •                    |                                        |                                        |                       |                                                           | •                                                           |                                                             | •                      | •                   |                                               |                                               |                           |                           | ✓                          | ✓                          |                                                                                                  |                                                                                                  |   |  |
| Identify author's intent or purpose [AP]               |                           |                           | •                           | •                                          | •                                                      | •                                                      | •                    |                      | •                                      |                                        | •                     | •                                                         | •                                                           |                                                             |                        | •                   | •                                             | •                                             |                           |                           | •                          | •                          |                                                                                                  |                                                                                                  |   |  |
| Clarify vocabulary [CV]                                | ✓                         | ✓                         | •                           | •                                          | •                                                      | •                                                      | •                    | •                    | •                                      | •                                      | •                     | •                                                         | •                                                           | •                                                           | •                      | •                   | •                                             | •                                             | •                         | •                         | •                          | •                          | •                                                                                                | •                                                                                                | • |  |
| Make inferences; interpret data; draw conclusions [DC] | •                         | •                         | •                           | •                                          | ✓                                                      | ✓                                                      | ✓                    | ✓                    | •                                      | •                                      | ✓                     | ✓                                                         | ✓                                                           | ✓                                                           | ✓                      | ✓                   | ✓                                             | ✓                                             | •                         | •                         | •                          | •                          | ✓                                                                                                | ✓                                                                                                |   |  |
| Identify the main idea that is stated or implied [MI]  | •                         | •                         | ✓                           | ✓                                          | •                                                      | •                                                      |                      |                      | ✓                                      | ✓                                      | •                     |                                                           |                                                             |                                                             |                        |                     | •                                             | •                                             |                           |                           |                            |                            |                                                                                                  |                                                                                                  |   |  |
| Analyze relationships [RE]                             | •                         | •                         | •                           | •                                          |                                                        |                                                        | •                    | •                    |                                        | •                                      | •                     |                                                           | •                                                           | •                                                           | •                      | •                   | •                                             | •                                             | ✓                         | ✓                         | •                          | •                          | •                                                                                                | •                                                                                                |   |  |
| Support an answer; cite supporting evidence [SA]       | •                         | •                         | •                           |                                            | •                                                      | •                                                      | •                    | •                    | •                                      | •                                      | •                     | •                                                         | •                                                           | •                                                           | •                      | •                   | •                                             | •                                             | •                         | •                         | •                          | •                          | •                                                                                                | •                                                                                                |   |  |
|                                                        |                           |                           |                             |                                            |                                                        |                                                        |                      |                      |                                        |                                        |                       |                                                           |                                                             |                                                             |                        |                     |                                               |                                               |                           |                           |                            |                            |                                                                                                  |                                                                                                  |   |  |
| Test day skill question                                | 5                         | 1                         | 2                           | 2                                          | 2                                                      | 5                                                      | 1                    | 5                    | 1                                      | 4                                      | 4                     | 3                                                         | 1                                                           | 3                                                           | 3                      | 1                   | 3                                             | 3                                             | 1                         | 1                         | 1                          | 2                          | 1                                                                                                | 3                                                                                                |   |  |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

# Scope and Sequence for The Reading Edge 3rd Edition

|                                                        | First unit to be taught.                                                          |                                                                                   |                             |                             |                              |                                                 |                          |                          |                                                      |                                                      |                            |                            |
|--------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------|-----------------------------|------------------------------|-------------------------------------------------|--------------------------|--------------------------|------------------------------------------------------|------------------------------------------------------|----------------------------|----------------------------|
| Level 6 Honors                                         | Clarify Complex Text [L]                                                          |                                                                                   | Analyze a Process           |                             | Reading a Primary Source [L] |                                                 | Analyze Story Elements   |                          | Author's Choices [L]                                 |                                                      | Make Connections           |                            |
|                                                        | Extreme Abilities: Amazing Human Feats and the Simple Science Behind Them cycle 1 | Extreme Abilities: Amazing Human Feats and the Simple Science Behind Them cycle 2 | The Frog Scientist cycle 1* | The Frog Scientist cycle 2* | Leon's Story cycle 1*        | The Great Migration FOOTSTEPS magazine cycle 2* | The Tiger Rising cycle 1 | The Tiger Rising cycle 2 | Rimshots: Basketball Pix, Rolls, and Rhythms cycle 1 | Rimshots: Basketball Pix, Rolls, and Rhythms cycle 2 | India: The People cycle 1* | India: The People cycle 2* |
|                                                        | Strategy Introduction                                                             |                                                                                   |                             |                             |                              |                                                 |                          |                          |                                                      |                                                      |                            |                            |
|                                                        | Clarifying                                                                        | •                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
|                                                        | Predicting                                                                        | •                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
|                                                        | Questioning                                                                       | •                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
|                                                        | Summarizing                                                                       | •                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
|                                                        | Skills                                                                            |                                                                                   |                             |                             |                              |                                                 |                          |                          |                                                      |                                                      |                            |                            |
|                                                        | Analyze an argument [AA]                                                          | •                                                                                 |                             |                             |                              |                                                 |                          |                          | •                                                    |                                                      |                            |                            |
|                                                        | Author's craft; literary devices [AC]                                             | •                                                                                 | •                           |                             | •                            |                                                 |                          | •                        | •                                                    | ✓                                                    | ✓                          |                            |
| Identify author's intent or purpose [AP]               | •                                                                                 | •                                                                                 | •                           | •                           | •                            | •                                               |                          | •                        | •                                                    | •                                                    | •                          | •                          |
| Clarify vocabulary [CV]                                | ✓                                                                                 | ✓                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
| Make inferences; interpret data; draw conclusions [DC] |                                                                                   | •                                                                                 |                             | •                           | •                            | •                                               | ✓                        | ✓                        |                                                      | •                                                    | ✓                          | ✓                          |
| Identify the main idea that is stated or implied [MI]  | •                                                                                 | •                                                                                 | •                           | •                           |                              | •                                               |                          |                          | •                                                    |                                                      | •                          | •                          |
| Analyze relationships [RE]                             | •                                                                                 | •                                                                                 | ✓                           | ✓                           | ✓                            | ✓                                               | •                        | •                        |                                                      |                                                      | •                          |                            |
| Support an answer; cite supporting evidence [SA]       | •                                                                                 | •                                                                                 | •                           | •                           | •                            | •                                               | •                        | •                        | •                                                    | •                                                    | •                          | •                          |
|                                                        |                                                                                   |                                                                                   |                             |                             |                              |                                                 |                          |                          |                                                      |                                                      |                            |                            |
| Test day skill question                                | 2                                                                                 | 2                                                                                 | 4                           | 3                           | 4                            | 5                                               | 1                        | 1                        | 5                                                    | 3                                                    | 4                          | 4                          |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

# Scope and Sequence for The Reading Edge 3rd Edition

|                                                        |                                             |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        |                                     |                                 |                                             |                                                                              |                               |                                                       |                                                       |   |
|--------------------------------------------------------|---------------------------------------------|-----------------------------------|-------------------------|-------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|------------------------------------------------|----------------------------------|----------------------------------|------------------------|------------------------|-------------------------------------|---------------------------------|---------------------------------------------|------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------|-------------------------------------------------------|---|
|                                                        | First three units to be taught in sequence. |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        |                                     |                                 |                                             |                                                                              |                               |                                                       |                                                       |   |
| Level 7                                                | Clarify Words and Ideas [L]                 |                                   | Recognize Text Patterns |                                     | Use Questioning                                                             |                                                                             | Analyze Plot and Theme   |                          | Create a Summary                                                  |                                                                   | Analyze Events                                                 |                                                                | Word Choice [L]                                |                                                | Clarify Words in Science [L]     |                                  | Point of View          |                        | Analyze Arguments                   |                                 | Connect Causes and Effects [L]              |                                                                              | Use Multiple Sources [L]      |                                                       |                                                       |   |
|                                                        | Pirates ODYSSEY magazine cycle 1*           | Pirates ODYSSEY magazine cycle 2* | Mars cycle 1*           | One Thing Leads to Another cycle 2* | Navajo Code Talkers: Secret American Indian Heroes of World War II cycle 1* | Navajo Code Talkers: Secret American Indian Heroes of World War II cycle 2* | The Time Machine cycle 1 | The Time Machine cycle 2 | Machines That Think! Big Ideas That Changed the World #2 cycle 1* | Machines That Think! Big Ideas That Changed the World #2 cycle 2* | D-Day: The World War II Invasion that Changed History cycle 1* | D-Day: The World War II Invasion that Changed History cycle 2* | Neighborhood Odes: A Poetry Collection cycle 1 | Neighborhood Odes: A Poetry Collection cycle 2 | On Ice ODYSSEY magazine cycle 1* | On Ice ODYSSEY magazine cycle 2* | New Found Land cycle 1 | New Found Land cycle 2 | Clear Thinking and Writing cycle 1* | Human Effects on Earth cycle 2* | 23 Little-Known Events that Changed America | COBBLESTONE magazine cycle 1*<br>23 Little-Known Events that Changed America | COBBLESTONE magazine cycle 2* | So You Think You Know Africa? FACES magazine cycle 1* | So You Think You Know Africa? FACES magazine cycle 2* |   |
| Strategy Introduction                                  |                                             |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        |                                     |                                 |                                             |                                                                              |                               |                                                       |                                                       |   |
| Clarifying                                             | ✓                                           | ✓                                 | •                       | •                                   | •                                                                           | •                                                                           | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
| Predicting                                             | •                                           | •                                 | •                       | •                                   | •                                                                           | •                                                                           | ✓                        | ✓                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | ✓                                | ✓                                | •                      | •                      | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
| Questioning                                            | •                                           | •                                 | •                       | •                                   | ✓                                                                           | ✓                                                                           | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | •                                | •                                | ✓                      | ✓                      | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
| Summarizing                                            | •                                           | •                                 | •                       | •                                   | •                                                                           | •                                                                           | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   | •                               | •                                           | ✓                                                                            | ✓                             | •                                                     | •                                                     | • |
| Skills                                                 |                                             |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        |                                     |                                 |                                             |                                                                              |                               |                                                       |                                                       |   |
| Analyze an argument [AA]                               |                                             |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        | ✓                                   | ✓                               |                                             |                                                                              |                               |                                                       |                                                       |   |
| Author's craft; literary devices [AC]                  |                                             |                                   |                         |                                     |                                                                             |                                                                             | •                        | •                        | •                                                                 | •                                                                 |                                                                |                                                                | ✓                                              | ✓                                              |                                  |                                  | ✓                      | ✓                      |                                     | •                               |                                             |                                                                              |                               |                                                       |                                                       |   |
| Identify author's intent or purpose [AP]               |                                             | •                                 | •                       | •                                   | •                                                                           | •                                                                           | •                        | •                        | •                                                                 | •                                                                 | ✓                                                              | ✓                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   |                                 |                                             | •                                                                            | •                             | •                                                     | •                                                     | • |
| Clarify vocabulary [CV]                                | ✓                                           | ✓                                 | •                       | •                                   | •                                                                           | •                                                                           | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | ✓                                | ✓                                | •                      | •                      | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
| Make inferences; interpret data; draw conclusions [DC] |                                             | •                                 | •                       | •                                   | ✓                                                                           | ✓                                                                           | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   | •                               | •                                           | •                                                                            | •                             | ✓                                                     | ✓                                                     |   |
| Identify the main idea that is stated or implied [MI]  | •                                           | •                                 | ✓                       | ✓                                   | •                                                                           | •                                                                           |                          |                          | ✓                                                                 | ✓                                                                 | •                                                              | •                                                              |                                                |                                                | •                                | •                                |                        |                        | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
| Analyze relationships [RE]                             | •                                           | •                                 | •                       | •                                   | •                                                                           | •                                                                           | ✓                        | ✓                        | •                                                                 | •                                                                 |                                                                | •                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   | •                               | •                                           | ✓                                                                            | ✓                             | •                                                     | •                                                     | • |
| Support an answer; cite supporting evidence [SA]       |                                             | •                                 | •                       | •                                   |                                                                             |                                                                             | •                        | •                        | •                                                                 | •                                                                 | •                                                              | •                                                              | •                                              | •                                              | •                                | •                                | •                      | •                      | •                                   | •                               | •                                           | •                                                                            | •                             | •                                                     | •                                                     | • |
|                                                        |                                             |                                   |                         |                                     |                                                                             |                                                                             |                          |                          |                                                                   |                                                                   |                                                                |                                                                |                                                |                                                |                                  |                                  |                        |                        |                                     |                                 |                                             |                                                                              |                               |                                                       |                                                       |   |
| Test day skill question                                | 5                                           | 5                                 | 1                       | 1                                   | 2                                                                           | 2                                                                           | 3                        | 3                        | 1                                                                 | 1                                                                 | 5                                                              | 4                                                              | 1                                              | 3                                              | 2                                | 5                                | 3                      | 4                      | 3                                   | 4                               | 5                                           | 5                                                                            | 2                             | 3                                                     |                                                       |   |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

# Scope and Sequence for The Reading Edge 3rd Edition

| Level 7 Honors                                         | First unit to be taught.           |                                    |                   |                   |                                       |                                       |                                                              |                                   |                         |                         |                                               |                                               |   |
|--------------------------------------------------------|------------------------------------|------------------------------------|-------------------|-------------------|---------------------------------------|---------------------------------------|--------------------------------------------------------------|-----------------------------------|-------------------------|-------------------------|-----------------------------------------------|-----------------------------------------------|---|
|                                                        | Clarify Complex Text               |                                    | Reading a Play    |                   | Make Connections                      |                                       | Models and Analogies                                         |                                   | Analyze Plot and Theme  |                         | Author's Purpose [L]                          |                                               |   |
|                                                        | A Black Hole is Not a Hole cycle 1 | A Black Hole is Not a Hole cycle 1 | Novio Boy cycle 1 | Novio Boy cycle 2 | The Great American Dust Bowl cycle 1* | The Great American Dust Bowl cycle 2* | Amusement Park Science and Student Edition Readings cycle 1* | Student Edition Readings cycle 2* | Soldier's Heart cycle 1 | Soldier's Heart cycle 2 | Deadly Diseases COBBLESTONE magazine cycle 1* | Deadly Diseases COBBLESTONE magazine cycle 2* |   |
| Strategy Introduction                                  |                                    |                                    |                   |                   |                                       |                                       |                                                              |                                   |                         |                         |                                               |                                               |   |
| Clarifying                                             | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Predicting                                             | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Questioning                                            | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Summarizing                                            | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Skills                                                 |                                    |                                    |                   |                   |                                       |                                       |                                                              |                                   |                         |                         |                                               |                                               |   |
| Analyze an argument [AA]                               |                                    |                                    |                   |                   |                                       |                                       |                                                              |                                   |                         |                         |                                               |                                               |   |
| Author's craft; literary devices [AC]                  | •                                  | •                                  | •                 | •                 | •                                     | •                                     |                                                              |                                   | •                       | •                       | •                                             |                                               |   |
| Identify author's intent or purpose [AP]               | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       |                         | ✓                                             | ✓                                             |   |
| Clarify vocabulary [CV]                                | ✓                                  | ✓                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Make inferences; interpret data; draw conclusions [DC] | •                                  | •                                  | •                 | •                 |                                       | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
| Identify the main idea that is stated or implied [MI]  | •                                  | •                                  |                   |                   | •                                     | •                                     | •                                                            | •                                 |                         |                         | •                                             | •                                             |   |
| Analyze relationships [RE]                             | •                                  | •                                  | ✓                 | ✓                 | ✓                                     | ✓                                     | ✓                                                            | ✓                                 | ✓                       | ✓                       | •                                             | •                                             |   |
| Support an answer; cite supporting evidence [SA]       | •                                  | •                                  | •                 | •                 | •                                     | •                                     | •                                                            | •                                 | •                       | •                       | •                                             | •                                             | • |
|                                                        |                                    |                                    |                   |                   |                                       |                                       |                                                              |                                   |                         |                         |                                               |                                               |   |
| Test day skill question                                | 2                                  | 4                                  | 2                 | 4                 | 5                                     | 4                                     | 4                                                            | 4                                 | 1                       | 1                       | 2                                             | 3                                             |   |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

# Scope and Sequence for The Reading Edge 3rd Edition

| First three units to be taught in sequence.            |                                      |                                      |                                                                |                                                                |                              |                              |                                          |                                          |                                                    |                                     |                                           |                                           |                                                |                                                |                                                                               |                                                                               |                          |                          |                                                                             |                                                                             |                         |                         |                                   |                                   |
|--------------------------------------------------------|--------------------------------------|--------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|------------------------------|------------------------------|------------------------------------------|------------------------------------------|----------------------------------------------------|-------------------------------------|-------------------------------------------|-------------------------------------------|------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------|-------------------------|-----------------------------------|-----------------------------------|
| Level 8                                                | Clarify Words and Ideas              |                                      | Make Connections [L]                                           |                                                                | Use Questioning              |                              | Create a Summary                         |                                          | Interpret Information [L]                          |                                     | Quality of Evidence [L]                   |                                           | Problem and Solution [L]                       |                                                | Author's Intent                                                               |                                                                               | Compare and Contrast [L] |                          | Causes and Effects                                                          |                                                                             | Analyze Arguments [L]   |                         | Analyze Characters and Theme [L]  |                                   |
|                                                        | Oil Spill! ODYSSEY magazine cycle 1* | Oil Spill! ODYSSEY magazine cycle 2* | Rage or Reason: When Scientists Feud ODYSSEY magazine cycle 1* | Rage or Reason: When Scientists Feud ODYSSEY magazine cycle 2* | A Long Walk to Water cycle 1 | A Long Walk to Water cycle 2 | The Witchcraft of Salem Village cycle 1* | The Witchcraft of Salem Village cycle 2* | Why Do We Fight? Conflict, War, and Peace cycle 1* | "World War II and Denmark" cycle 2* | History's Lies CALLIOPE magazine cycle 1* | History's Lies CALLIOPE magazine cycle 2* | Science and the City ODYSSEY magazine cycle 1* | Science and the City ODYSSEY magazine cycle 2* | An Indigenous People's History of the United States For Young People cycle 1* | An Indigenous People's History of the United States For Young People cycle 1* | Throwing Shadows cycle 1 | Throwing Shadows cycle 2 | The Poison Eaters: Fighting Danger and Fraud in our Food and Drugs cycle 1* | The Poison Eaters: Fighting Danger and Fraud in our Food and Drugs cycle 2* | Great Speeches cycle 1* | Great Speeches cycle 2* | The House on Mango Street cycle 1 | The House on Mango Street cycle 2 |
| <b>Strategy Introduction</b>                           |                                      |                                      |                                                                |                                                                |                              |                              |                                          |                                          |                                                    |                                     |                                           |                                           |                                                |                                                |                                                                               |                                                                               |                          |                          |                                                                             |                                                                             |                         |                         |                                   |                                   |
| Clarifying                                             | ✓                                    | ✓                                    | •                                                              | •                                                              | •                            | •                            | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Predicting                                             | •                                    | •                                    | ✓                                                              | ✓                                                              | •                            | •                            | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | ✓                                 | ✓                                 |
| Questioning                                            | •                                    | •                                    | •                                                              | •                                                              | ✓                            | ✓                            | •                                        | •                                        | •                                                  | •                                   | ✓                                         | ✓                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Summarizing                                            | •                                    | •                                    | •                                                              | •                                                              | •                            | •                            | •                                        | •                                        | ✓                                                  | ✓                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| <b>Skills</b>                                          |                                      |                                      |                                                                |                                                                |                              |                              |                                          |                                          |                                                    |                                     |                                           |                                           |                                                |                                                |                                                                               |                                                                               |                          |                          |                                                                             |                                                                             |                         |                         |                                   |                                   |
| Analyze an argument [AA]                               |                                      |                                      |                                                                |                                                                |                              |                              | •                                        | •                                        | •                                                  | •                                   | ✓                                         | ✓                                         | •                                              | •                                              |                                                                               | •                                                                             |                          | •                        | •                                                                           | •                                                                           | •                       | ✓                       | ✓                                 |                                   |
| Author's craft; literary devices [AC]                  |                                      |                                      |                                                                | •                                                              | •                            | •                            |                                          |                                          | •                                                  | •                                   |                                           | •                                         |                                                |                                                | •                                                                             |                                                                               | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Identify author's intent or purpose [AP]               |                                      | •                                    | •                                                              | •                                                              |                              |                              | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         |                                                | •                                              | ✓                                                                             | ✓                                                                             |                          |                          | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Clarify vocabulary [CV]                                | ✓                                    | ✓                                    | •                                                              | •                                                              | •                            | •                            | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Make inferences; interpret data; draw conclusions [DC] |                                      |                                      | •                                                              | •                                                              | ✓                            | ✓                            | •                                        | •                                        | ✓                                                  | ✓                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | ✓                                 |
| Identify the main idea that is stated or implied [MI]  | •                                    | •                                    | ✓                                                              | ✓                                                              |                              |                              | ✓                                        | ✓                                        | •                                                  | •                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             |                          |                          | •                                                                           | •                                                                           |                         |                         |                                   |                                   |
| Analyze relationships [RE]                             |                                      | •                                    | •                                                              | •                                                              |                              | •                            | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         | ✓                                              | ✓                                              | •                                                                             | •                                                                             | ✓                        | ✓                        | ✓                                                                           | ✓                                                                           | •                       |                         | •                                 | •                                 |
| Support an answer; cite supporting evidence [SA]       | •                                    | •                                    | •                                                              | •                                                              | •                            | •                            | •                                        | •                                        | •                                                  | •                                   | •                                         | •                                         | •                                              | •                                              | •                                                                             | •                                                                             | •                        | •                        | •                                                                           | •                                                                           | •                       | •                       | •                                 | •                                 |
| Test day skill question                                | 5                                    | 5                                    | 3                                                              | 2                                                              | 1                            | 1                            | 5                                        | 1                                        | 4                                                  | 2                                   | 2                                         | 4                                         | 3                                              | 4                                              | 5                                                                             | 4                                                                             | 5                        | 1                        | 4                                                                           | 2                                                                           | 2                       | 1                       | 5                                 | 4                                 |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill

Scope and Sequence for The Reading Edge 3rd Edition

|                                                        |                                                                                    |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  |                                                         |                                                         |   |
|--------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---|
|                                                        | First unit to be taught.                                                           |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  |                                                         |                                                         |   |
| Level 8 Honors                                         | Reading Essays [L]                                                                 |                                                                                    | Clarify Complex Text              |                                   | Author's Purpose                                                          |                                                                           | Make Connections                                                                                |                                                                                                 | Literary Connections [L]                         |                                                  | Author's Intent                                         |                                                         |   |
|                                                        | This I Believe II: More Personal Philosophies of Remarkable Men and Women cycle 1* | This I Believe II: More Personal Philosophies of Remarkable Men and Women cycle 2* | The Prince and the Pauper cycle 1 | The Prince and the Pauper cycle 2 | Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion cycle 1* | Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion cycle 2* | An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 cycle 1* | An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 cycle 2* | Great Tales and Poems of Edgar Allan Poe cycle 1 | Great Tales and Poems of Edgar Allan Poe cycle 2 | Lies My Teacher Told Me: Young Readers' Edition cycle 1 | Lies My Teacher Told Me: Young Readers' Edition cycle 2 |   |
|                                                        | Strategy Introduction                                                              |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  |                                                         |                                                         |   |
|                                                        | Clarifying                                                                         | •                                                                                  | •                                 | •                                 | •                                                                         | •                                                                         | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
|                                                        | Predicting                                                                         | •                                                                                  | •                                 | •                                 | •                                                                         | •                                                                         | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
|                                                        | Questioning                                                                        | •                                                                                  | •                                 | •                                 | •                                                                         | •                                                                         | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
|                                                        | Summarizing                                                                        | •                                                                                  | •                                 | •                                 | •                                                                         | •                                                                         | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
|                                                        | Skills                                                                             |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  |                                                         |                                                         |   |
|                                                        | Analyze an argument [AA]                                                           |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  | •                                                       | •                                                       |   |
|                                                        | Author's craft; literary devices [AC]                                              |                                                                                    |                                   | •                                 | •                                                                         |                                                                           |                                                                                                 | •                                                                                               |                                                  | ✓                                                | ✓                                                       |                                                         |   |
|                                                        | Identify author's intent or purpose [AP]                                           | ✓                                                                                  | ✓                                 | •                                 | •                                                                         | ✓                                                                         | ✓                                                                                               | •                                                                                               | •                                                |                                                  | •                                                       | ✓                                                       | ✓ |
|                                                        | Clarify vocabulary [CV]                                                            | •                                                                                  | •                                 | ✓                                 | ✓                                                                         | •                                                                         | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       | • |
| Make inferences; interpret data; draw conclusions [DC] | •                                                                                  | •                                                                                  | •                                 | •                                 |                                                                           | •                                                                         |                                                                                                 | •                                                                                               | •                                                | •                                                | •                                                       |                                                         |   |
| Identify the main idea that is stated or implied [MI]  |                                                                                    |                                                                                    | •                                 |                                   | •                                                                         | •                                                                         | •                                                                                               | •                                                                                               |                                                  |                                                  | •                                                       | •                                                       |   |
| Analyze relationships [RE]                             | •                                                                                  | •                                                                                  | •                                 | •                                 | •                                                                         | •                                                                         | ✓                                                                                               | ✓                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
| Support an answer; cite supporting evidence [SA]       | •                                                                                  | •                                                                                  | •                                 | •                                 | •                                                                         |                                                                           | •                                                                                               | •                                                                                               | •                                                | •                                                | •                                                       | •                                                       |   |
|                                                        |                                                                                    |                                                                                    |                                   |                                   |                                                                           |                                                                           |                                                                                                 |                                                                                                 |                                                  |                                                  |                                                         |                                                         |   |
| Test day skill question                                | 4                                                                                  | 5                                                                                  | 3                                 | 2                                 | 4                                                                         | 4                                                                         | 4                                                                                               | 3                                                                                               | 5                                                | 2                                                | 4                                                       | 4                                                       |   |

Key: \* = Informational Text [L] = Connections between texts ✓ = Targeted skill/Strategy introduction • = Covered skill