

# Reading Roadmaps

A Literary Scope & Sequence for K-12

by

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# How To Use This Book

*Reading Roadmaps* helps teachers apply the *Teaching the Classics* method of literary analysis in the classroom . It is first and foremost a Scope & Sequence manual, offering annotated reading lists for grades K-12, specially chosen for use with *Teaching the Classics*. More than 200 titles have been selected, summarized and cross-referenced with the elements of fiction common to all stories. After completing their own reading, teachers can prepare for their classes in just a few minutes by glancing at a chart that summarizes plot, conflict, theme and literary devices for each week's reading. Alternate titles for every entry allow teachers to adjust reading assignments to fit their own preferences. Best of all, *Reading Roadmaps* ensures that your students will encounter some of the best loved classics of Western literature and be well prepared, both for college and for life in the wide world.

We understand that every homeschool family is unique in its approach and emphasis. While some make classic books the central focus of their instruction, others address literature occasionally, granting more time to math and science. *Reading Roadmaps* also helps you adapt the *Teaching the Classics* method to your particular situation, regardless of how much time you decide to devote to literature. Several scope and sequence models allow you to provide effective Lit classes on a frequent or infrequent basis. For example, if Literature is your highest priority or if you are a classroom Lit teacher, the Daily/Weekly Model will work for you. If on the other hand you're a Math/Science mom who wants to provide no more than a brief exposure to Lit, perhaps the Seasonal Model is best.

## Scope & Sequence Models: Chapters 1 through 5

In order to use this book properly, first decide how often you plan to conduct in-depth Lit classes with your students (keeping in mind that in order to conduct these classes, you'll have to read the books too). Then choose the Scope & Sequence model that best fits your needs according to the following chart:

If you plan to conduct a class:	Turn to chapter:
Every day or once a week	Two (the Daily/Weekly Model)
Once a month	Three (the Monthly Model)
Every six weeks or so	Four (the Six-week Model)
Five times a year	Five (the Quarterly Model)
Four times a year	Six (the Seasonal Model)

(If you decide to conduct fewer than three formal discussions in a year, use the Seasonal Model and simply omit the last title or two.)

Once you've chosen a model, turn to the corresponding chapter and begin. There's no need to consult the other models. The recommended reading lists, annotations and study aids are adapted specifically for you.

### **The Roadmaps**

Each scope and sequence model contains a complete set of reading charts, or "Roadmaps" – one for each grade level from K-12. These charts present a sequential reading list for an entire academic year based on the selected model. For each title in the list, the Roadmap provides the following information in an easy to read layout:

- The story's place in the yearly schedule
- The story's title and author
- A summary of the story's basic Plot
- A list of important Conflicts driving the story
- An identification of major Themes in the story
- A list of Stylistic Devices used in the story, if applicable
- A link to Center For Lit study aids specific to the story, if applicable
- An alternate story selection

In addition, the introduction to each set of Roadmaps provides specific instructions for daily and weekly lesson plans appropriate to that model.

### **Supplementary Material: Chapters 6 through 10**

The supplementary materials in chapters 6 through 10 will help you with a variety of topics related to teaching Literature. You'll learn how to assign and grade literary analysis essays in chapter 6, "Writing from Literature." Chapter 7 offers a grade-by-grade summary of objectives for teachers who want a standard by which to judge their students' progress. In chapter 8, *Reading Roadmaps* covers the important subject of Grading and Credits, showing you a simple way to quantify and evaluate your students' work and assemble report cards and transcripts. It even includes reproducible grade sheets for your use. Chapter 9 gives a timeline of major periods in the history of English language literature, complete with a description of the ruling ideas of each period and a list of important authors and their major works.

For further assistance, please visit CenterForLit online at [www.centerforlit.com](http://www.centerforlit.com), or email Adam Andrews ([adam@centerforlit.com](mailto:adam@centerforlit.com)) or Missy Andrews ([missy@centerforlit.com](mailto:missy@centerforlit.com)).



# **Chapter 1**

## **The Daily/Weekly Model**

## The Daily/Weekly Model

The Daily/Weekly Model is intended for educators pursuing an intensive study of literature through daily or weekly classes. This model allows the most extensive treatment of the books themselves. With this model, teachers should have plenty of time not only to simply identify basic elements of plot and literary devices, but also to extensively treat these elements, reading passages aloud, dwelling on individual devices and their presence in the text, and doing extension projects that involve other content based subjects such as writing, history, science and other subjects.

A basic lesson plan for the Daily/Weekly model depends largely on the grade level in question. Kindergarten and first grade classrooms will apply the model differently than second through twelfth grade teachers.

### **Kindergarten and First Grade:**

*Teaching the Classics* is a literature program rather than a phonics program. Because of this, kindergarten and first graders should be engaged in phonics instruction beyond this program. The titles on the kindergarten reading list, 36 main titles and 36 alternates, allow up to two titles per week in a given 36 week school year. Most kindergarten classrooms employ daily read aloud time. In these classrooms, the teacher may choose to utilize one title per week, rereading and addressing various extension subjects as encountered, or two titles per week in the same fashion. (This approach is advocated by Claire Lambert in her popular series, *5 In A Row*.) For those teachers addressing one book weekly, the second list of titles may be used as alternates to accommodate teacher preference.

For the first few weeks of the school year, the teacher should spend a full week on each element of story as presented in the *Teaching the Classics* basic seminar. For example, in week 1 the teacher will read a story and introduce the idea of setting. In week 2, she may introduce the element of character. In week 3, the idea of conflict may be presented, with the plot chart occupying weeks 4 and 5. In week 6, the teacher may present the idea of theme, suggesting possible themes associated with the previous stories read in class to illustrate the concept.

By week 7, students should be ready to apply what they've learned in a group effort to identify the elements of story in the remaining books they encounter throughout the school year. If the teacher is using the Weekly Model, the class will identify all story elements (setting, characters, plot, conflict, theme, literary devices) in the same session. If the teacher is using the Daily Model, the following sample weekly lesson plan is applicable to weeks 7 through 36:

### **Weekly Schedule – Daily Model:**

- Monday – Read the story aloud for enjoyment and identify any literary devices that apply.
- Tuesday – Reread the story and discuss setting and characters.



- Wednesday – Reread the story and discuss conflict.
- Thursday – Reread the story and discuss the plot, creating a plot chart together as a class on the board.
- Friday – Reread the story and discuss possible themes.

Should the teacher wish to employ extension art projects, or tie-ins with other content based subjects, this lesson plan can be truncated, addressing more story elements each day to free Friday for other projects.

Because the primary goal of literature in kindergarten is to expose children to story and foster a love for reading, reading aloud to them is singularly important. What you “do with a book” is a lesser question. Teaching a child to enjoy reading involves teaching them to sit still and to listen. Of course, discipline may be required to accomplish this with some. Don’t be discouraged by this. It is a necessary part of the process of teaching a child and at this stage it is perhaps the most important thing the child must learn. If a child won’t respect authority, if he/she can’t sit still and focus for any given period of time, education cannot take place. It’s impossible to teach an untrained child.

In addition, since the love of reading supersedes any program goals for kindergarteners, **the teacher need not feel pressure to fully treat every story presented to the children throughout the year.** Feel free to truncate lessons, presenting a single element of story to the class if desired. At times, the instructor may choose only to read the story, rather than attempt to discuss it fully. That’s fine. The important thing is that teachers be reading aloud regularly and using literary terminology to refer to story parts.

First graders will employ the same basic model as kindergarteners. However, first graders may enjoy practicing their reading aloud in class using some of the titles provided. For this purpose, the first grade list includes a multitude of readers such as the Henry and Mudge series and the Amelia Bedelia books. Should the teacher choose to do the entire course as student read-alouds, the class will encounter fewer titles over the course of the year. This is entirely up to the educator. The application of this course is infinitely flexible to accommodate individual classrooms and students.

### **Second Grade:**

The second grade reading list is much shorter. By the second grade, students should be approaching reading more and more independently. Titles included for second graders are beginning chapter book readers. Some of these are episodic in nature, each chapter presenting a complete short story. Other books present a longer story in chapter format. Books should be treated accordingly, with episodic books applying story analysis to individual chapters. The model assumes students are reading aloud to one another in a classroom environment; therefore, the list allows for 1-2 chapters per week. Should this prove ambitious, teachers may choose to do some of the reading aloud themselves to allow ample time for discussion. Again, second grade is a kind of transition year with students working towards reading independence. Educators should be employing a phonics curriculum since phonics instruction is outside the scope of this curriculum.