

Course Overview/Description

Little Chute Intermediate / Middle School guarantees a coherent, consistent, research-based, and balanced reading curriculum. Students will read with high volume, across genres and formats, in a technology-enhanced workshop model which will incorporate student choice in reading to ensure engagement and joy of reading. The ultimate goal of our curriculum is to develop students' critical thinking, as they practice literacy skills, to ensure growth as readers in a developmentally appropriate way.

Course Essential Standards

1. I can read and comprehend informational or narrative texts, at the high end of the grades 4-5 complexity band independently and proficiently. **R.5.10**
2. I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in a text. **RI.5.3**
3. I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.1**
4. I can determine the themes of a text from details, including how characters respond to challenges, and how a speaker reflects on a topic, and summarize the text. **RL.5.2**
5. I can compare and contrast two or more characters, settings, or events in a text, drawing on specific details. **RL.5.3**
6. I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.1**
7. I can determine two or more main ideas of a text and explain how they are supported and summarized the text. **RI.5.2**
8. I can determine the meaning of words and phrases of a text relevant to a grade 5 topic. **RI.5.4**
9. I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. **RI.5.5**
10. I can write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences. **W.5.3**
11. I can effectively engage in collaborative discussions with diverse partners on grade 5 topics and texts. **SL.5.1**
12. I can demonstrate command of the conventions of standard English grammar and when writing or speaking. **L.5.1**
13. I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.5.2**
14. I can describe how a narrator's or speaker's point of view influences how an event is described. **RL.5.6**
15. I can quote accurately from a text when explaining a text explicitly... **RI.1a**
16. I can draw inferences from the text... **RI.1b**
17. I can draw evidence from literary or informational texts to support analysis, reflection, and research. **W.5.9**
18. I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.5.5**

Scope and Sequence - Reading

Unit: Interpretation Book Clubs: Analyzing Themes		
Lessons	Instructional Topics	Standards
Bend 1: Writing About Reading with Voice and Investment	<ol style="list-style-type: none"> 1. Taking Charge of Your Reading Life 2. Writing Well About Reading 3. Writing About Reading Means Reading with a Writerly Wide-Awakeness 4. Grounding Your Thinking in the Text and Carrying It with You as You Read On 5. Whose Story Is This Anyways?: Considering Perspective and Its Effects 6. Learning to Think Analytically 7. Having Second Thoughts: Revising Writing About Reading 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10, RF.5.3, RF.5.4
Bend 2: Raising the Level of Writing and Talking about Literature	<ol style="list-style-type: none"> 1. Launching Interpretation Book Clubs 2. Characters-and-Readers-Finding Meaning in the Midst of Struggle 3. Seeing a Text through the Eyes of Other Readers 4. Linking Ideas to Build Larger Theories and Interpretations 5. Reading On, with Interpretations in Mind 6. Debating to Prompt Rich Book Conversation: Readers have Different Viewpoints, Defending with Claims, Reasons, and Evidence 7. Reflecting on Ourselves as Book Clubs 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10
Bend 3: Thematic Text Sets: Turning Texts Inside Out	<ol style="list-style-type: none"> 1. Two Texts, One Theme: A Comparison Study 2. Rethinking Themes to Allow for More Complexity 3. Comparing Characters' Connections to a Theme 4. Studying the Choices an Author <i>Did Not</i> Make to Better Understand the Ones They <i>Did</i> 5. Delving Deeper into Literary Analysis: Reading as Writers 6. Celebrating with a Literary Salon 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9
Unit: Tackling Complexity: Moving Up Levels of Nonfiction		
Lessons	Instructional Topics	Standards

Bend 1: Working with Text Complexity	<ol style="list-style-type: none"> 1. The More You Know, the More You See 2. Orienting to More Complex Texts 3. Uncovering What Makes a Main Idea Complex 4. Strategies for Determining Implicit Main Ideas 5. Using Context to Determine the Meaning of Vocabulary in Complex Texts 6. Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary 7. Complex Thinking about Structure: From Sentence Level to Text Level 8. Rising to the Challenges of Nonfiction 9. Summarizing as Texts Get Harder 	<ol style="list-style-type: none"> 1. RI.5.2, RI.5.3, RI.5.5, RI.5.10, RF.5.3, RF.5.4, RI.5.1
Bend 2: Applying Knowledge About Nonfiction Reading to Inquiry Projects	<ol style="list-style-type: none"> 1. Learning from Sources 2. Learning from Primary Research 3. Coming to Texts as Experts 4. Writing about Reading in Nonfiction 5. Lifting the Level of Questions (Using DOK) to Drive Research Forward 6. Synthesizing across Subtopics 7. Writing about Reading: From Big Ideas to Specifics 8. Comparing and Contrasting What Authors Say (and How They Say It) 9. Critically Reading Our Texts, Our Topics, and Our Lives 	<ol style="list-style-type: none"> 1. RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10
Unit: Argument and Advocacy: Researching Debatable Issues		
Lessons	Instructional Topics	Standards
Bend 1: Investigating Issues	<ol style="list-style-type: none"> 1. Argument Intensive 2. Organizing an Ethical Research Life to Investigate an Issue 3. Letting Nonfiction Reading on an Issue Spur Flash-Debates 4. Mining Texts for Relevant Information 5. Strengthening Club Work 6. Readers Think and Wonder as They Read 7. Summarizing to Hold On to What is Most Essential 8. “Arguing to Learn” 	<ol style="list-style-type: none"> 1. RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10
Bend 2: Raising the Level of Research	<ol style="list-style-type: none"> 1. Moving beyond Considering One Debatable Question 2. Raising the Level of Annotating Texts 	<ol style="list-style-type: none"> 1. RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.10, RL.5.6

	<ol style="list-style-type: none"> 3. Reaching to Tackle More Difficult Texts 4. Who Said What?: Studying Perspective 5. Considering Craft 6. Evaluating Arguments 7. Day of Shared Learning 	
Bend 3: Researching a New Issue with More Agency	<ol style="list-style-type: none"> 1. Diving into New Research with More Agency and Independence 2. Letting Conversations Spark New Ideas 3. Talking and Writing Analytically across Sources 4. Reading Nonfiction with the Lens of Power 5. Advocacy 6. Readers Take Their Researcher-Debating Selves into the World 	<ol style="list-style-type: none"> 1. RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10, RL.5.4, RL.5.6
Unit: Fantasy Book Clubs: The Magic of Themes and Symbols		
Lessons	Instructional Topics	Standards
Bend 1: Constructing and Navigating Other Worlds	<ol style="list-style-type: none"> 1. Researching the Setting 2. Learning alongside the Main Character 3. Keeping Track of Problems that Multiply 4. Suspending Judgment: Characters (and Places) Are Not Always What They Seem 5. Reflecting on Learning and Raising the Level of Book Clubs 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7, RL.5.9, RL.5.10
Bend 2: More Than Dwarves - Metaphors, Life Lessons, Quests, and Thematic Patterns	<ol style="list-style-type: none"> 1. Here Be Dragons: Thinking Metaphorically 2. Readers Learn Real-Life Lessons from Fantastical Characters 3. Quests Can Be Internal as Well as External 4. Comparing Themes in Fantasy and History 5. Self-Assessing Using Learning Progressions 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10
Bend 3: When Fact and Fantasy Collide	<ol style="list-style-type: none"> 1. Using Information to Better Understand Fantasy Stories 2. Using Vocabulary Strategies to Figure Out Unfamiliar Words 3. Fantasy Characters Are Complex 4. Investigating Symbolism 5. Interpreting Allegories in Fantasy Stories 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3
Bend 4: Literary Traditions -	<ol style="list-style-type: none"> 1. Paying Attention to How Cultures 	<ol style="list-style-type: none"> 1. RL.5.1, RL.5.2, RL.5.3, RL.5.4,

Connecting Fantasy to Other Genres	Are Portrayed in Stories 2. Identifying Archetypes 3. Reading Across Texts in Critical Lenses 4. The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything 5. Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger	RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10
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Scope and Sequence - Writing

Unit: Narrative Craft		
Lessons	Instructional Topics	Standards
Bend 1: Generating Personal Narratives	<ol style="list-style-type: none"> 1. Starting with Turning Points 2. Dreaming the Dream of the Story 3. Letting Other Authors' Words Awaken Our Own 4. Telling the Story from Inside It 5. Taking Stock and Setting Goals 	<ol style="list-style-type: none"> 1. W.5.3, W.5.8, W.5.10 2. W.5.3, W.5.4, W.5.5, W.5.8, W.5.10 3. W.5.3, W.5.4, W.5.5 4. W.5.3.a,b,d, W.5.4, W.5.5 5. W.5.3, W.5.5, W.5.10
Bend 2: Moving Through the Writing Process - Rehearsing, Drafting, Revising, and Editing	<ol style="list-style-type: none"> 1. Flash-Drafting: Putting Our Stories on the Page 2. What's this Story Really About?: Redrafting to Bring Out Meaning 3. Bringing Forth the Story Arc 4. Elaborating on Important Parts 5. Adding Scenes from the Past and Future 6. Ending Stories 7. Putting On the Final Touches 	<ol style="list-style-type: none"> 1. W.5.3, W.5.5, W.5.10 2. W.5.3, W.5.5, W.5.10 3. W.5.3, W.5.4, W.5.5 4. W.5.3.b,d, W.5.5 5. W.5.3, W.5.4, W.5.5 6. W.5.3.a,e, W.5.5 7. W.5.3, W.5.5
Bend 3: Learning from Mentor Texts	<ol style="list-style-type: none"> 1. Reading with a Writer's Eye 2. Taking Writing to the Workbench 3. Stretching Out the Tension 4. Catching the Action or Image that Produced the Emotion 5. Every Character Plays a Role 6. Editing: The Power of Commas 7. Mechanics 8. Reading Aloud Your Writing: A Ceremony of Celebration 9. Transferring Learning: Applying Narrative Writing Skills across the Curriculum 	<ol style="list-style-type: none"> 1. W.5.3.b,d, W.5.5, W.5.9.a 2. W.5.3.b,d, W.5.5, W.5.9.a 3. W.5.3, W.5.4, W.5.5 4. W.5.3.b,d, W.5.5 5. W.5.3, W.5.5 6. W.5.3, W.5.5, W.5.9.a 7. W.5.3, W.5.5, W.5.9.a 8. W.5.3 9. W.5.3, W.5.4, W.5.7, W.5.8
Unit: The Lens of History: Research Reports		
Lessons	Instructional Topics	Standards
Bend 1: Writing Flash-Drafts about Westward Expansion	<ol style="list-style-type: none"> 1. Organizing for the Journey Ahead 2. Writing Flash-Drafts 3. Note-Taking and Idea-Making for Revision 4. Writers of History Pay Attention to Geography 5. Writing to Think 6. Writers of History Draw on an Awareness of Timelines 7. Assembling and Thinking about Information 8. Redrafting Our Research Reports 9. Celebrating and Reaching Toward New Goals 	<ol style="list-style-type: none"> 1. W.5.2, W.5.7, W.5.8, W.5.10 2. W.5.2.a,b, W.5.4, W.5.5, W.5.10 3. W.5.2.d, W.5.5, W.5.7, W.5.8, W.5.9 4. W.5.2.d, W.5.5 5. W.5.2, W.5.5, W.5.7, W.5.8, W.5.9.b, 6. W.5.2.b,c,d, W.5.5, W.5.9.b 7. W.5.2, W.5.7, W.5.8, W.5.9.b 8. W.5.2, W.5.5, W.5.10 9. W.5.2.a,e, W.5.6, W.5.7, W.5.8

Bend 2: Writing Focused Research Reports that Teach and Engage Readers	<ol style="list-style-type: none"> 1. Drawing Inspiration from Mentor Texts 2. Primary Source Documents 3. Organizing Information for Drafting 4. Finding a Structure to Let Writing Grow Into 5. Finding Multiple Points of View 6. Creating Cohesion 7. Using Text Features to Write Well 8. Crafting Introductions and Conclusions 9. Mentor Texts Help Writers Revise 10. Adding Information Inside Sentences 	<ol style="list-style-type: none"> 1. W.5.2, W.5.5, W.5.4, W.5.7, W.5.8, W.5.9.b 2. W.5.2.a,b,c,d,e, W.5.7, W.5.8, W.5.9.b 3. W.5.2, W.5.8 4. W.5.2 5. W.5.2.a, W.5.5 6. W.5.2.a, W.5.5 7. W.5.2, W.5.7, W.5.8, W.5.9.b 8. W.5.2.a,e 9. W.5.2, W.5.5 10. W.5.2, W.5.6
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Unit: Shaping Texts: From Essay and Narrative to Memoir

Lessons	Instructional Topics	Standards
Bend 1: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose	<ol style="list-style-type: none"> 1. What Makes a Memoir? 2. Interpreting the Comings and Goings of Life 3. Writing Small about Big Topics 4. Reading Literature to Inspire Writing 5. Choosing a Seed Idea 6. Expecting Depth from Your Writing 	<ol style="list-style-type: none"> 1. W.5.1, W.5.3, W.5.4, W.5.5, W.5.10 2. W.5.4, W.5.10 3. W.5.1, W.5.3, W.5.4 4. W.5.3, W.5.4 5. W.5.3, W.5.5, W.5.10 6. W.5.3, W.5.4, W.5.5, W.5.10
Bend 2: Structuring, Drafting, and Revising a Memoir	<ol style="list-style-type: none"> 1. Studying and Planning Structures 2. The Inspiration to Draft 3. Becoming Your Own Teacher 4. Revising the Narrative Portion of a Memoir 5. Editing for Voice 	<ol style="list-style-type: none"> 1. W.5.1, W.5.3, W.5.5 2. W.5.1, W.5.3, W.5.5, W.5.7 3. W.5.2, W.5.3 4. W.5.3.d, W.5.5 5. W.5.3.b,d, W.5.4, W.5.5
Bend 3: A Second Memoir	<ol style="list-style-type: none"> 1. Seeing Again, with New Lenses: Interpreting Your Own Story 2. Flash-Drafting 3. Revising the Expository Portions of a Memoir 4. Reconsidering the Finer Points 5. Rereading Your Draft and Drawing on All You Know to Revise 6. Metaphors Can Convey Big Ideas 7. Editing to Match Sound to Meaning 8. An Author's Final Celebration: Placing Our Writing in the Company of Others 	<ol style="list-style-type: none"> 1. W.5.3, W.5.5, W.5.10 2. W.5.3, W.5.4, W.5.5 3. W.5.3, W.5.4, W.5.5, W.5.10 4. W.5.1, W.5.3, W.5.5 5. W.5.3.b,d, W.5.4, W.5.5 6. W.5.3, W.5.5 7. W.5.3 8. W.5.5

Unit: The Research-Based Argument

Lessons	Instructional Topics	Standards
Bend 1: Establishing and Supporting Position	<ol style="list-style-type: none"> 1. Investigating to Understand an Argument 	<ol style="list-style-type: none"> 1. W.5.1, W.5.4, W.5.7, W.5.8 2. W.5.1, W.5.4, W.5.10,

	<ol style="list-style-type: none"> 2. Flash-Drafting Arguments 3. Using Evidence to Build Arguments 4. Using Quotations to Bolster an Argument 5. Redrafting to Add More Evidence 6. Balancing Evidence with Analysis 7. Signed, Sealed, Delivered 	<ol style="list-style-type: none"> 3. W.5.1, W.5.7, W.5.8, W.5.9.b 4. W.5.1.c, W.5.7, W.5.8, W.5.9.b, 5. W.5.1.c, W.5.5, W.5.7, W.5.8, W.5.9.b 6. W.5.1, W.5.9.b 7. W.5.1, W.5.5
Bend 2: Building Powerful Arguments	<ol style="list-style-type: none"> 1. Taking Arguments Up a Notch 2. Bringing a Critical Perspective to Writing 3. Rehearsing the Whole, Refining a Part 4. Rebuttals, Responses, and Counterclaims 5. Evaluating Evidence 6. Appealing to the Audience 7. A Mini-Celebration: Panel Presentations, Reflection, and Goal Setting 8. Argument across the Curriculum 	<ol style="list-style-type: none"> 1. W.5.1, W.5.7, W.5.8, W.5.9.b 2. W.5.1, W.5.7, W.5.8, W.5.9.b 3. W.5.1, W.5.5, W.5.10 4. W.5.1, W.5.9.b 5. W.5.1, W.5.9.b 6. W.5.1, W.5.5, W.5.7, 7. W.5.1 8. W.5.1
Bend 3: Writing for Real-Life Purposes and Audiences	<ol style="list-style-type: none"> 1. Taking Opportunities to Stand and Be Counted 2. Everyday Research 3. Taking Stock and Setting Writing Tasks 4. Using All You Know from Other Types of Writing to Make Your Arguments More Powerful 5. Evaluating the Validity of Your Argument 6. Paragraphing Choices 7. Celebration: Taking Positions, Developing Stances 	<ol style="list-style-type: none"> 1. W.5.1, W.5.10 2. W.5.1, W.5.7, W.5.8 3. W.5.1, W.5.5 4. W.5.1, W.5.3, W.5.10 5. W.5.1, W.5.5, W.5.9.b 6. W.5.1.a, W.5.5 7. W.5.1, W.5.6
Unit: Literary Essay: Opening Texts and Seeing More		
Lessons	Instructional Topics	Standards
Bend 1: Crafting a Literary Essay around a Shared Text	<ol style="list-style-type: none"> 1. Inquiry into Essay 2. Growing Ideas Means Reading with a Writerly Wide-Awareness 3. Trying on Various Theses for Size 4. Angling Mini Stories to Support a Point 5. Flash-Drafting a Literary Essay 	1.
Bend 2: Lifting the Level of Interpretive Essay (and Writing One from Start to Finish)	<ol style="list-style-type: none"> 1. Writing to Grow Ideas 2. Analyzing How Characters Respond to Trouble 3. Developing Stronger Thesis Statements 4. Choosing and Setting Up Quotes 5. Supporting a Claim with an Analysis of Craft 	1.

	<ol style="list-style-type: none"> 6. Beginnings and Endings 7. Editing Seminar Stations 8. Celebration 	
<p>Bend 3: Writing for Transfer - Carrying What You Know about Literary Essay across Your Day, Your Reading, Your Life</p>	<ol style="list-style-type: none"> 1. Transferring What You Know to Any Opinion Text 2. Tackling Any Challenges that Come Your Way 3. Logically Ordering Reasons and Evidence 4. Applying Your Past Learning to Today's Work 5. Analyzing Writing and Goal Setting 6. Becoming Essay Ambassadors 	<ol style="list-style-type: none"> 1.