

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 determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. **RI.6.4**
2. I can compare and contrast one author's presentation of events with that of another. **RI.6.9**
3. I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone. **RI.6.4**
4. I can prepare for and engage in collaborative discussions, building on others' ideas, and clearly expressing their own ideas. **SL.6.1**
5. I can demonstrate command of the conventions of standard English grammar and when writing or speaking. **L.6.1**
6. I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.2**
7. I can cite textual evidence to support my analysis of an inference. **RI.6.1**
8. I can determine a theme or central idea of a text and how it is supported with specific details. I can provide a summary of a text without including personal opinions. **RI.6.2**
9. I can describe how a story's plot unfolds in a series of events as well as how the characters respond to changes in the plot as the story moves towards the resolution. **RI.6.3**
10. I can compare and contrast texts in different genres focusing on theme and other topics. **RI.6.9**
11. I can cite textual evidence to support my analysis of an inference. **RI.6.1**
12. I can determine the central idea of a text and how it is supported through specific details. I can provide a summary of the text, free of my opinion. **RI.6.2**
13. I can write narratives to develop real or imagined experiences, relevant descriptive details, and well-structured event sequences. **W.6.3**
14. I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.6.5**
15. I can draw evidence from literary or informational texts to support analysis, reflection, and research. **W.6.9**
16. I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RI.6.8**

Scope and Sequence - Writing

Unit: Personal Narrative		
Lessons	Instructional Topics	Standards
Bend 1: Launching Independent Writing Lives and Generating Personal Narratives	<ol style="list-style-type: none"> 1. Setting Up to Write 2. Calling On All Strategies to Write Up a Storm 3. Writing from Moments that Really Matter 4. Telling the Story from the Narrator's Point of View 5. Reading Closely to Learn from Other Authors 6. Taking Stock: Pausing to Assess and Set Goals 	1. W.6.3, W.6.4, W.6.5, W.6.10
Bend 2: Moving through the Writing Process and toward Our Goals	<ol style="list-style-type: none"> 1. Rehearsing: Experimenting with Beginnings 2. Flash-Drafting: Get the Whole Story on the Page 3. Using Writer's Notebooks for Mindful, Goal-Driven Work 4. Re-Angling and Rewriting to Convey What a Story Is <i>Really</i> About 5. Elaborating on Important Scenes and Adding New Ones from the Past 6. Using All Available Resources to Aid with Final Touches 	1. W.6.3, W.6.5, W.6.10, W.6.4, W.6.9.a
Bend 3: Writing a Second Personal Narrative with New Independence	<ol style="list-style-type: none"> 1. Taking Charge of the Writing Process: Deciding Where to Begin and How to Revise from the Get-Go 2. Slowing Down and Stretching Out the Story's Problem 3. Ending Stories with Meaningful Ways 4. Editing Sentences for Rhythm and Meaning 5. Publishing and Celebrating as a Community of Writers 	1. W.6.3, W.6.4, W.6.5, W.6.10
Unit: The Literary Essay		
Lessons	Instructional Topics	Standards
Bend 1: Writing Strong Literary Essays	<ol style="list-style-type: none"> 1. Essay Boot Camp 2. Growing Big Ideas from Details about Characters 3. Writing to Discover What a Character Really Wants 4. Crafting Claims 5. Conveying Evidence: 	1. W.6.1a,b,c,d,e; W.6.4, W.6.5, W.6.9.a, W.6.10, W.6.2, W.6.3.b

	<p>Summarizing, Storytelling, and Quoting</p> <ol style="list-style-type: none"> 6. Studying a Mentor Text to Construct Literary Essays 7. Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence 	
Bend 2: Elevating the Complexity of Literary Essays	<ol style="list-style-type: none"> 1. Looking for Themes in the Trouble of a Text 2. Drafting Using All that You Know 3. First Impressions and Closing Remarks 4. Quoting Texts 5. Editing Inquiry Centers 	1. W.6.1, W.6.4, W.6.5, W.6.10, W.6.9.a
Bend 3: Writing Compare-and-Contrast Essays	<ol style="list-style-type: none"> 1. Building the Muscles to Compare and Contrast 2. Comparing and Contrasting Themes across Texts 3. Applying What You Have Learned in the Past to Today's Revision Work 4. Identifying Run-Ons and Sentence Fragments 5. Celebrating Literary Essays 	1. W.6.2, W.6.4, W.6.9.a, W.6.10, W.6.5, W.6.6
Unit: Research-Based Information Writing		
Lessons	Instructional Topics	Standards
Bend 1: Writing Research-Based Informational Essays	<ol style="list-style-type: none"> 1. Becoming Engaged with a Topic 2. Reading for a Wide View of a Topic: Teen Activism 3. Preparing to Write Informational Essays: Finding and Supporting Key Points 4. Structure Sets You Free: Using Prior Knowledge to Fast-Draft Essays 	1. W.6.2, W.6.5, W.6.7, W.6.8, W.6.9.b, W.6.10, W.6.3, W.6.4
Bend 2: Drafting and Revising Information Books on Focused Topics	<ol style="list-style-type: none"> 1. The Trail of Research: Pursuing Information and Focusing in on Topics 2. Envisioning Structures to Plan an Information Book 3. Constructing Texts with Solid Bricks of Information 4. Research: Gathering Specific Information and Creating Meaning 5. Writing with Detail 6. Lifting the Level of Sentence Complexity 7. Using Text Features to Strengthen Writing 8. Planning Ready-to-Go Chapters 9. Quoting with a Purpose in Mind 	1. W.6.2, W.6.4, W.6.7, W.6.8, W.6.9.a, W.6.10, W.6.5, W.6.10, W.6.3.b,d

	10. Celebrating with a Book Exhibit Tour	
Bend 3: Digital Writing Projects: Sharing Expertise Online	<ol style="list-style-type: none"> 1. Studying Digital Mentor Texts 2. Revising to Fit Digital Formats: Determining Importance 3. Pouring into Digital Forms... and Publishing 4. Celebration: Presentations, Feedback, Reflection 	<ol style="list-style-type: none"> 1. W.6.2, W.6.4, W.6.6, W.6.7, W.6.8, W.6.9.b, W.6.5

Scope and Sequence - Reading

Unit: A Deep Study of Character

Lessons	Instructional Topics	Standards
<p>Bend 1: Considering Complex Character Traits</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Investigating Multiple Character Traits 2. Readers Revise Their Thinking as They Accumulate Evidence 3. Developing Courses of Study with a Partner: Book Choices and Thinking Work 4. Perceptive Readers Acknowledge the Parts of a Character that are Less Likeable 5. Read-Aloud: Some Character Traits Matter More Than Others, Because They Affect the Rest of the Story 6. Lifting the Level of Your Writing about Reading 7. Readers Consider the Pressure Acting on Characters 8. Readers Reflect (on Their Novels and Their Reading Lives) 	<ol style="list-style-type: none"> 1. RL.6.1, RL.6.3, RL.6.9, RL.6.10
<p>Bend 2: Investigating How Setting Shapes Characters</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Characters Are Often Shaped by the Mood or Atmosphere of the Setting 2. Readers Attend to the Precise Language Authors Use to Describe the Setting 3. Sometimes Characters Are Torn by Competing Pressures, Including the Pressures of a Place 4. Settings Can Change over Time, Not Just Physically, but Psychologically 5. Read-Aloud: Characters Acting as a Group Can Wield Enormous Influence, for Good or for Evil 6. Settings Also Change in Time, Often Bringing in Backstory to Develop the Character 7. Readers Share Their Work and Reflect on Their Challenges and Growth 	<ol style="list-style-type: none"> 1. RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.9
<p>Bend 3: Analyzing Characters as Vehicles for Themes</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Characters' Troubles Become Motifs in a Story 2. Moving from Motifs to Themes 3. Investigating How Symbolism Relates to Themes 4. Taking Charge of Your Collaborative Reading Life 5. Read-Aloud: Reading Aloud to Support Repertoire and Agency 	<ol style="list-style-type: none"> 1. RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5

	6. Reflection and Agency Centers	
Unit: Tapping the Power of Nonfiction		
Lessons	Instructional Topics	Standards
Bend 1: Navigating Nonfiction Chapter Books in Book Clubs, with an Emphasis on Discerning Central Ideas	<ol style="list-style-type: none"> 1. Read-Aloud: Reading with Engagement and Fascination Right from the Introduction 2. Generating Questions and Ideas that Spark Rich Club Conversations 3. Determining Central Ideas 4. Rethinking Initial Ideas 5. Learning from the Stories Embedded in Nonfiction Texts 6. Ideas Have Roots: Tracing How Ideas Are Developed across a Text 7. Self-Assessing and Goal-Setting 	1. RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7, RI.6.8, RI.6.9
Bend 2: Investigating Topics with Research Groups, and Synthesizing across Texts on That Topic	<ol style="list-style-type: none"> 1. Read-Aloud: Building Up a Bit of Background Knowledge When You Encounter a New Topic 2. Drawing on All You Know to Tackle New Projects with More Skill 3. Summarizing Complex Texts 4. Synthesizing Complex Texts 5. Dealing with Tricky Parts: Reading Outside the Text to Help You Comprehend Inside 6. Getting to Know the Lingo of Your Topic 7. Readers Don't Wait to Do Their Own Thinking 8. Developing Carefully Curated Text Sets 	1. RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9
Bend 3: Researching a New Topic with More Independence While Helping Students to Read Critically	<ol style="list-style-type: none"> 1. Launching a New Round of Research Groups with Greater Independence 2. Inquiry into the Particular Challenges of Online Research 3. Read-Aloud: Determining the Author's Point of View and How It's Advanced 4. Dealing with Texts that Contradict Each Other 5. Crafting TED Talks to Get Other's Fascinated by Your Topic 	1. RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.8, RI.6.6
Unit: Social Issues Book Club: Reading for Empathy and Advocacy		
Lessons	Instructional Topics	Standards
Bend 1: Studying Characters' Relationships	1. Read-Aloud: Reading for Trouble and Discerning Relationship Issues	1. RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.8, RI.6.6

	<ol style="list-style-type: none"> 2. Weighing Character's Relationships for the Positive and Negative - In Literature and in Life 3. Noticing How Characters Contribute to Relationship Issues through Actions and Reactions 4. Club Work that Fuels Reading Plans and Deeper Thoughtful Talk 5. Read-Aloud: Analyzing How and Why Power Affects Relationships 6. Studying When Character Traits Collide 7. Reflecting on Relationships with Books to Decide on a Future Course of Study 	
<p>Bend 2: Analyzing Group-Related Issues - Considering Power, Perspective, and Tone</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Thinking About Groups as Sources of Issues 2. When People within a Group Struggle, It's Often because of Power Imbalances 3. Using Common Literary Themes to Think More Deeply about Group Issues in a Text 4. The Intersection of Group Identities with Individual Traits 5. Read-Aloud: Weighing Positive and Negative Messages in Stories 6. Investigating When Texts Are Reinforcing and Challenging Assumptions about Groups 7. Considering Roles People Can Play When Issues Arise - and Resolving to Be Upstanders 	<ol style="list-style-type: none"> 1. RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.8, RI.6.6
<p>Bend 3: Bringing Your Life and Others' Lives to Your Reading</p>	<ol style="list-style-type: none"> 1. Bringing Yourself, with All Your Complications, to Your Reading 2. Learning from Our Texts and from One Another 3. Identifying with Less Likeable and Less Admirable Characters 4. Curating Text Sets and Making Plans to Continue Reading Together 	<ol style="list-style-type: none"> 1. RL.6.1, RL.6.3, RL.6.9, RL.6.10