

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 cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. **R.7.1**
2. I can summarize texts from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. **R.7.2**
3. In literary texts, I can analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, I can analyze how individuals, events, and ideas are introduced, related to each other, and developed. **R.7.3**
4. I can determine the meaning of words and phrases, including figurative and connotative meanings. I can analyze the impact of specific word choices on meaning, tone, and mood including words with multiple meanings within a text. **R.7.4**
5. In literary texts, I can analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. In informational texts, I can explain how an author's geographic location, identity, and/or culture affects perspective. I can analyze how the author distinguishes his or her position from that of others. **W.7.6**
6. I can write arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory. **W.7.2a**
7. I can write informative/explanatory text. **W.7.2b**
8. I can write narratives that develop real or imagined experiences or events. **W.7.2c**
9. I can create writing that utilizes: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Transitions: use a variety of appropriate transitions that connect and develop ideas. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. **W.7.3**
10. I can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.7.8**
11. I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. **SL.7.1**
12. I can present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. I can communicate clearly and in an engaging manner, considering the audience, purpose, and situation. I can explain the purpose of language choices. **SL.7.4**
13. I can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials,

and apply word solving strategies (for meaning) as appropriate. L.7.2

14. L.7.5/L.7.6: I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, capitalization, punctuation, and spelling when writing or speaking. I can discern when and where it is appropriate to use standardized English. I can appropriately use and explain the intended purpose of language choice and conventions with: phrases and clauses, simple, compound, and complex sentences signaling differing relationships among ideas, recognizing and correcting dangling modifiers, commas to separate coordinate adjectives, and correct spelling.

Scope and Sequence

Unit: Essential Research Skills for Teens		
Lessons	Instructional Topics	Standards
<p>Bend 1: Essential Study Habits -- Building Background Knowledge, Taking Lean Notes, and Becoming an Effective Study Partner</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Discerning Explicit and Implicit Ideas in Complex Nonfiction 2. Becoming a Proficient Study Partner 3. Tapping the Power of Introverts and Extroverts in Collaborative Work 4. Conceptual Vocabulary Sorts 5. Advanced Notebook Work: Synthesis Pages 6. Synthesizing Knowledge as Infographics 7. Watercooler Talks: Researchers Share Knowledge 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.6, RI.7.7, RI.7.8, RI.7.9
<p>Bend 2: Ethical Research Practices and Internet Literacy</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Discerning Arguments and Disputes inside a Research Topic 2. Ethical Researchers Confront Their Own Biases 3. Studying Mentor Notebooks to Deepen and Personalize Note-Taking 4. Using a Continuum to Track the Fairness of Research 5. Studying Connotative Language for Implicit Text Bias 6. Investigating Authorship, Uncovering Agendas, and Critiquing Representation 7. The Non-Neutrality of Search Engines 8. Remaining Alert to the Possibilities of Fake News 9. Flash-Debating to Rehearse Preliminary Arguments (and See Counterclaims) 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RI.7.9
<p>Bend 3: From Research to Activism</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Starting with Mentors - Teen TED Talks 2. Authoring Work Plans and Putting Them into Action 3. Raising the Level of Talks 4. Celebrating Content and Reflecting on Opportunities for Transfer 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9
Unit: Historical Fiction Book Clubs		
Lessons	Instructional Topics	Standards

Bend 1: Historical Fiction Characters and the Conflicts that Shape Them	<ol style="list-style-type: none"> 1. Read-Aloud: Orienting Oneself to the Story 2. Filling the Backstory 3. Analyzing How Characters Respond to Trouble 4. Read-Aloud: The Collision of Internal Traits with External Conflict 5. Attending to Minor Characters and Missing Perspectives 6. Looking Back from the End of Stories with New Insights about Themes 7. Clubs Analyze Their Progress and Plan Reading Projects 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10
Bend 2: Studying an Era	<ol style="list-style-type: none"> 1. Read-Aloud: Readers Become Students of an Era 2. Reading Outside the Text to Build Up Background Knowledge 3. Perspectives Clash with Each Other and with History 4. Reading Differently Because You Have Knowledge of the Era 5. Learning Truth from Fiction 6. Clubs Curate Their Work in Reading Projects 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10
Bend 3: Characters and Readers Come of Age	<ol style="list-style-type: none"> 1. Characters Come of Age 2. Analyzing Power in the Midst of Conflict 3. Read-Aloud (Video-Along): Change Can Be Complicated 4. The Past is Always with Us 5. Clubs Leave a Legacy 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10
Unit: Investigating Characterization		
Lessons	Instructional Topics	Standards
Bend 1: A Deep Dive into Perspective	<p style="text-align: center;">Letter to Teachers - Day Zero</p> <ol style="list-style-type: none"> 1. Read-Aloud: Attending to Details that Illuminate Perspective 2. Attending to Minor Characters and How They See the World 3. Figuring Out Point of View - Who is Telling the Story? 4. Authors Lead Readers to Epiphanies 5. Authors Channel Readers' Sympathy by Controlling Access to Characters' Inner Thinking 6. Distinguishing Simultaneous, Multiple Perspectives 7. Reflecting across the Parts of a Reading Life 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10

<p>Bend 2: Author’s Craft: Analyzing How Authors Bring Characters to Life</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Noticing Moments that Give Readers Extra Insight in Characters 2. Analyzing Smaller Moments to Get Even More Insight into Characters 3. Investigating Authors’ Techniques 4. Reaching for Precise Words to Describe an Author’s Technique 5. Read-Aloud: Investigating the Author’s Goals, as Well as Techniques 6. Rereading and Revising Initial Thoughts about an Author’s Techniques and Goals 7. “Speed Dating” to Teach Others What You’re Learning 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10
<p>Bend 3: Investigating Authorial Control</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Authors Set Readers Up to Develop Intense, Evolving Relationships with Characters 2. Authors Use Time Shifts to Deepen a Reader’s Relationship with a Character 3. Investigating Verb Tense and Its Relationship to Subtle Shifts in Time 4. Reader’s Experience of Characters Helps Them to Also Explore Themes 5. Moving from Themes to Reinvestigating Authorial Techniques 6. Rehearsing, Producing, and Sharing Video Author Talks: A Final Celebration 	<ol style="list-style-type: none"> 1. RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10
<p>Unit: Literary Nonfiction</p>		
<p>Lessons</p>	<p>Instructional Topics</p>	<p>Standards</p>
<p>Bend 1: Embracing Complexity</p>	<ol style="list-style-type: none"> 1. Read-Aloud: Reading for Central Ideas, Themes, and Issues from Page One 2. Expecting Complexity: Finding Multiple Central Ideas within Key Sections 3. Developing Note-Taking Systems to Track Complicated Thinking 4. Read-Aloud: Flexibly Activating Your Narrative and Information Schemas to Deepen Comprehension 5. Perspectives, Positions, and Reading in Informational Text? You Bet! 6. Reflecting on Reading Identities, Writing about Reading, and 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.5

	Partner Work	
Bend 2: Making Connections	<ol style="list-style-type: none"> 1. Read-Aloud: Expecting that Parts Connect, Even if at First They Seem Unrelated 2. Analyzing Descriptive Passages Closely to Learn about Embedded Ideas, Themes, and Issues 3. Recognizing Complex Causes and Effects 4. Innovating Systems to Notice and Track Related Parts 5. A Writing about Reading Seminar and Workshop 6. Read-Aloud: Rereading, A Simple Tool for Handling Complexity 7. Understanding When You're Not Understanding, and Looking Inside and Outside the Text for Help 8. Bringing the Lenses of Other Disciplines to Bear on Your Reading 9. An Idea Showcase: Exploring Issues and Subtopics that Extend across Texts and Time Periods 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.8, RI.7.10
Bend 3: Beyond Print: Transferring Literary Nonfiction Skills to Digital Hybrid Media	<ol style="list-style-type: none"> 1. Getting to Know Other Formats of Literary Nonfiction through Inquiry Centers 2. Harnessing Your Literary Nonfiction Skills and Innovating to Tackle New Formats 3. Drawing on All You Know to Study Documentaries, with a Special Emphasis on Craft 4. Reading for Bias: Considering Heard and Missing Perspectives and Voices 5. Creating a Digital Text Recommendation to Share a Powerful Text with Others 	<ol style="list-style-type: none"> 1. RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10