

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.8.1**
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.8.2**
3. I can analyze how particular lines of dialogue or events propel the action, reveal aspects of a character or provoke a decision. **RL.8.3**
4. I can analyze how individuals, events, and ideas are introduced, related to each other, and developed. **RI.8.3**
5. I can analyze the meaning of words and phrases, including figurative and connotative meanings, and their impact on meaning, tone, and mood. **R.8.4**
6. I can analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. **RL.8.6**
7. I can explain how the author's geographic location identity, and/or culture affect perspective and analyze how the author addresses conflicting evidence or viewpoints. **RI.8.6**
8. I can write arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory. **W.8.2a**
9. I can write informative/explanatory text. **W.8.2b**
10. I can write narratives that develop real or imagined experiences or events. **W.8.2c**
11. I can create writing that utilizes organization, transition, and word choice for the author's purpose and audience. **W.8.3**
12. I can gather relevant information from multiple print and digital sources that are credible and accurately quoted or paraphrased with proper citations and without plagiarizing. **W.8.8**
13. 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, support analysis and ideas with evidence for justification, pose questions, and synthesize ideas. **SL.8.1**
14. I can present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. **SL.8.4**
15. I can determine the denotative, connotative, and figurative meanings of words and phrases, and analyze the impact of specific word choice on meaning and tone. **L.8.5**
16. I can demonstrate appropriate use of verbs, capitalization, punctuation, and spelling when writing. **L.8.6**

Scope and Sequence

Unit: Investigative Journalism		
Lessons	Instructional Topics	Standards
Bend 1: Reporting the Real Story - Newcast	<ol style="list-style-type: none"> 1. Journalist Develop Their Powers of Observation to Capture Events 2. Turning Moments of Drama into Cogent Newscasts 3. Researching and Reporting Experience 4. Making Short Notification Writing Pack a Punch 5. Setting Ambitious Goals and Publishing 	1. W.8.2, W.8.3, W.8.4, W.8.5, W.8.10,
Bend 2: Investigative Journalism: Writing to Inform and Illuminate	<ol style="list-style-type: none"> 1. Journalists Delve Deeply to Reveal Underlying Issues 2. Harnessing Narrative Craft to Reveal Central Ideas and Stir Empathy 3. Harnessing Narrative and Information Writing Techniques to Engage the Reader 4. Elaborating to Deepen Readers' Connections 5. Writing Partners Have Each Other's Backs 6. Attending to Voice and Verb Tense when Editing for Publication 	1. W.8.6, W.8.7, W.8.2, W.8.3, W.8.1
Bend 3: Investigating the Bigger Story	<ol style="list-style-type: none"> 1. Mentoring Oneself to a Pro to Envision the Arc of Investigative Reporting 2. Expanding a Repertoire of Research Tools 3. Structuring Investigative Pieces and Leading the Reader with Key Transitions 4. Crafting Endings that Call Readers to Action 5. Publication and Celebration 	1. W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.10, W.8.6
The Literary Essay		
Lessons	Instructional Topics	Standards
Bend 1: The Thematic Essay	<ol style="list-style-type: none"> 1. Looking for Themes All Around Us... 2. Reading Closely to Develop Themes 3. Fine-Tuning Themes by Studying Author's Craft 4. Drafting Essays 5. Finding the Courage to Revise 	1. W.8.1, W.8.3.b, W.8.4, W.8.6, W.8.9.a, W.8.10

	<p>Your Thinking</p> <ol style="list-style-type: none"> 6. Clarifying Relationships between Evidence and Ideas 7. Counterargument within Literary Essays 8. Editing Using All You Know 	
Bend 2: The Author's Craft Essay	<ol style="list-style-type: none"> 1. Noticing How an Author Tends to Write 2. The Power of Symbolism 3. Planning the Author's Craft Essay 4. Framing Essays with Relevance and Context: Introductions and Conclusions 5. Adopting an Essayist's Tone 6. A Comma Inquiry 	<ol style="list-style-type: none"> 1. W.8.1, W.8.4, W.8.5, W.8.9.a, W.8.10, W.8.3
Bend 3: The Comparative Essay	<ol style="list-style-type: none"> 1. Writing across Texts 2. Writing Comparative Essays on Demand 3. Publishing on the Internet 	<ol style="list-style-type: none"> 1. W.8.1, W.8.4, W.8.7, W.8.10, W.8.9
Unit: Position Papers		
Lessons	Instructional Topics	Standards
Bend 1: Writing a Position Paper - Games Based on Fictional Violence - Diverting or Harmful?	<ol style="list-style-type: none"> 1. Debating Positions to Develop a Complex Argument 2. Flash-Drafting Arguments while Working on Specific Writing Goals 3. Angling Evidence to Support Specific Points 4. Using Connotative Language to Paint a Tone 5. Writing Powerful Conclusions 6. Getting Ready to Publish: Polishing Presentations and Attending to Conventions 7. Unleashing the Inner Dramatist to Give Speeches More Impact 8. A Celebration of Speeches 	<ol style="list-style-type: none"> 1. W.8.1, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9, W.8.10
Bend 2: Writing a Position Paper on a Complicated Issue - Should Child Soldiers Be Given Amnesty	<ol style="list-style-type: none"> 1. Grappling with Issues of Intensity and Developing Initial Understanding 2. Developing Preliminary Positions and Revising Thinking 3. Debating to Draft More Balanced and Principled Arguments 4. Strengthening, Framing, and Pacing Evidence 5. Attending to Alternative Arguments and Points of View 6. Using the Organizational Structure of Your Piece to Help Build Your Argument 7. Tailoring Position Papers as 	<ol style="list-style-type: none"> 1. W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10

	Letters: Attending to Audience and Presentation 8. A Social Activist Celebration	
Unit: Critical Literacy: Unlocking Contemporary Fiction		
Lessons	Instructional Topics	Standards
Bend 1: Diving Into Textual and Emotional Complexity	<ol style="list-style-type: none"> 1. Seeking and Reading Reviews to Deepen Understanding 2. Read-Aloud: Being Alert to Mirrors and Windows, Even While Losing Oneself in a Novel 3. Turning Readers' Identities into Interpretive Lenses 4. Read-Aloud: Analytic Summaries for Complicated Narratives 5. Personalized Writing about Reading and Reading Response: A Mentor Text Inquiry 6. Readers Look Deeper into Parts that at First Seem Obscure 7. Readers, Reflects, Set Goals, and Promote Their Novels 	1. RL.8.1, RL.8.2, RL.8.3, RL.8.6
Bend 2: Critical Literacy Lenses to Investigate Power	<ol style="list-style-type: none"> 1. Digital Read-Aloud: Mapping Power across the Narrative 2. Attending to Subtle Power Interactions and Microaggressions 3. Analyzing Code-Switching to Negotiate Power 4. Clubs Harness the Power of Introverts and Extroverts 5. Digital Read-Aloud: Investigating the Power Exerted by Gender Norms 6. Exploring the Power Exerted by Coinciding and Conflicting Pressures 7. Negotiating Utter Powerlessness: Moments of Tragedy and Coming-of-Age Experiences 8. Repertoire Read-Aloud: Letting the Story Guide Your Thinking Work 9. Meaningful Reflection about Reading, Our Lives, and What Really Matters 	1. RL.8.1, RL.8.2, RL.8.3, RL.8.10
Bend 3: Taking an Activist Stance - Advocating for Contemporary Literature	<ol style="list-style-type: none"> 1. Digital Read-Aloud: Speaking about Books with Passion and Insight 2. Returning to Parts of a Text 3. Working with Autonomy to Raise the Level of Performances 	1. RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10

Unit: Dystopian Book Clubs		
Lessons	Instructional Topics	Standards
Bend 1: Reading Dystopia in the Shadow of Literary Traditions	<ol style="list-style-type: none"> 1. Read-Aloud: Letting Genre Guide Your Reading Work 2. Understanding Characters' Responses to Power in a Dystopian World 3. Noticing Dystopian Archetypes 4. Understanding the Complexity of Archetypal Characters 5. Thinking about Characters' Responses to Systemic Problems 6. Doing More Wondering 7. Seeking Emerging Symbolism in Dystopian Texts 8. Welcoming Students to the Dystopian Club 	<ol style="list-style-type: none"> 1. RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10
Bend 2: Investigating the Challenges of Series Reading	<ol style="list-style-type: none"> 1. Figuring Out What Makes Series Reading Complex 2. Using Your Notebook to Better Understand a Reading Series 3. Connecting Scenes across a Series 4. Understanding the Pressures and Motivations that Lead to Character Change 5. Studying How the Meaning of Symbols Can Shift across Series 6. Celebrating Thinking with a Gallery Walk 	<ol style="list-style-type: none"> 1. RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10
Bend 3: Bridging the World and Dystopian Novels	<ol style="list-style-type: none"> 1. Understanding What Dystopian Fiction Reveals about Our World 2. Considering Connections between Dystopian Worlds and Our Own Society 3. Read-Aloud: Supporting Transfer and Independence 4. Thinking about How Symbols Move between Dystopian Worlds and Our Own 5. Celebrating Growth, Inspiration, and Empowerment 	<ol style="list-style-type: none"> 1. RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10