

		<b>Module 1: Close Reading and Writing to Learn</b>	<b>Module 2B: Working with Evidence</b>	<b>Module 3B: Understanding Perspectives</b>	<b>Module 4: Research, Decision Making, and Forming Positions</b>
<b>GRADE 6</b>	<b>Topic</b>	<b>Myths: Not Just Long Ago</b>	<b>Voices of Adversity</b>	<b>Sustaining the Oceans</b>	<b>Insecticides: Costs vs. Benefits</b>
	<b>Central Texts*</b>	RL— <i>The Lightning Thief</i> , Rick Riordan	RL - <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , Laura Amy Schlitz RL - <i>Blue Lipstick: Concrete Poems</i> , John Grandits RL - <i>Technically, It's Not My Fault: Concrete Poems</i> , John Grandits	RI - <i>World Without Fish</i> , Mark Kurlansky RL - <i>Flush</i> , Carl Hiassen	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
	<b>Writing Tasks**</b>	<ul style="list-style-type: none"> <li>Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9)</li> <li>My Hero's Journey Narrative (RL.6.3, W.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9)</li> <li>Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6)</li> </ul>	<ul style="list-style-type: none"> <li>Research (W.6.7)</li> <li>Informational Consumer Guide (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Research Simulation (W.6.7, 6.8, 6.9)</li> <li>Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)</li> </ul>
<b>GRADE 7</b>	<b>Topic</b>	<b>Journeys and Survival</b>	<b>Module 2A: Working Conditions</b>	<b>Slavery: The People Could Fly</b>	<b>Module 4A: Screen Time and the Developing Brain</b>
	<b>Central Texts*</b>	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez	RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	<b>Writing Tasks**</b>	<ul style="list-style-type: none"> <li>Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9)</li> <li>Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)</li> </ul>	<ul style="list-style-type: none"> <li>Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)</li> <li>Consumer's Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Nonfiction Analysis: Analyzing Douglass's Position in the <i>Narrative</i> (RI.7.2, 7.6, W.7.2, 7.9)</li> <li>Children's Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9)</li> </ul>	<ul style="list-style-type: none"> <li>Research Simulation (W.7.7, 7.8, 7.9)</li> <li>Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)</li> </ul>
<b>GRADE 8</b>	<b>Topic</b>	<b>Finding Home: Refugees</b>	<b>Module 2B: Working with Evidence: A Midsummer Night's Dream</b>	<b>Module 3B: The Civil Rights Movement and the Little Rock Nine</b>	<b>Sustainability of World's Food Supply</b>
	<b>Central Texts*</b>	RL - <i>Inside Out &amp; Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL - <i>A Midsummer Night's Dream</i> , William Shakespeare RI - Various informational articles about Shakespeare and the universal appeal of his works	RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i> , Carlotta Walls LaNier and Lisa Frazier Page RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i> , Shelley Tougas	RI— <i>The Omnivore's Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers' Edition)
	<b>Writing Tasks**</b>	<ul style="list-style-type: none"> <li>Literary Analysis: Explain the Significance of the Novel's Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9)</li> <li>Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Argument Essay: Controlling Others in <i>A Midsummer Night's Dream</i> (W.8.1)</li> <li>Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2)</li> <li>On-Demand Writing: Photograph and Song Choices for a Film (W.8.1 and W.8.2)***</li> </ul>	<ul style="list-style-type: none"> <li>Research Simulation (W.8.7, 8.8, 8.9)</li> <li>Position Paper: Which of Michael Pollan's Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)</li> </ul>

\* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

\*\* This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards). For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.

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