

		<b>Module 1: Close Reading and Writing to Learn</b>	<b>Module 2A: Working with Evidence</b>	<b>Module 3A: 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>Rules to Live By</b>	<b>The Land of the Golden Mountain</b>	<b>Insecticides: Costs vs. Benefits</b>
	<b>Central Texts*</b>	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	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: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9)</li> <li>Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)</li> <li>Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)</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>Working Conditions</b>	<b>Slavery: The People Could Fly</b>	<b>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>Working with Evidence: Taking a Stand</b>	<b>Japanese American Relations in WWII</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>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth	RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand	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: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)</li> <li>Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9)</li> <li>Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)</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”.

		<b>Module 2B: Working with Evidence</b>	<b>Module 3B: Understanding Perspectives</b>	<b>Module 4B: Research, Decision Making, and Forming Positions</b>
<b>GRADE 6</b>	<b>Topic</b>	<b>Voices of Adversity</b>	<b>Sustaining the Oceans</b>	<b>N/A</b>
	<b>Central Texts*</b>	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	GRADE 7 ONLY
	<b>Writing Tasks**</b>	<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>	GRADE 7 ONLY
<b>GRADE 7</b>	<b>Topic</b>	<b>Identify and Transformation: Then and Now</b>	<b>N/A</b>	<b>Water is Life</b>
	<b>Central Texts*</b>	RL - <i>Pygmalion</i> , George Bernard Shaw RI – Various informational articles about identify	Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.	RI— <i>The Big Thirst</i> , Charles Fishman RI—“Water Is Life,” Barbara Kingsolver
	<b>Writing Tasks**</b>	<ul style="list-style-type: none"> <li>Argument Essay: Eliza’s Changes (RL.7.1, 7.3, and W.7.1)</li> <li>Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8)</li> </ul>		<ul style="list-style-type: none"> <li>Research Simulation (W.7.7, 7.8, 7.9)</li> <li>Water Management Position Paper: (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)</li> </ul>
<b>GRADE 8</b>	<b>Topic</b>	<b>A Midsummer Night’s Dream and the Comedy of Control</b>	<b>The Civil Rights Movement and the Little Rock Nine</b>	<b>N/A</b>
	<b>Central Texts*</b>	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	GRADE 7 ONLY
	<b>Writing Tasks**</b>	<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>	GRADE 7 ONLY

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\*\* 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”.

\*\*\* For 8M3B, the End of Unit 3 Assessment combines both W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the Unit 3 writing focuses on narrative (W.3).