		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits
GRADE 6	Central Texts*	RL—The Lightning Thief, Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—"Stanford University Commencement Address," Steve Jobs	RL—Dragonwings, Laurence Yep RI—"Comprehending the Calamity," Emma M. Burke	RL— <i>Frightful's Mountain</i> , Jean Craighead George RI—"The Exterminator," Kristen Weir
	Writing Tasks**	 Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero's Journey Narrative (RL.6.3, W.6.3) 	Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: "My Rule to Live By" (RL.6.3, W.6.2)	Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)	Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain
GRADE 7	Central Texts* Writing Tasks**	RL—A Long Walk to Water, Linda Sue Park RI—"Sudanese Tribes Confront Modern War," Karl Vick • Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) • Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)	RL—Lyddie, Katherine Patterson RI—"Commonwealth Club Address," César Chávez • Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) • Consumer's Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)	RI—Narrative of the Life of Frederick Douglass (excerpts) • Literary Nonfiction Analysis: Analyzing Douglass's Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9) • Children's Book to Retell an Episode from	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials. • Research Simulation (W.7.7, 7.8, 7.9) • Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen
	Topic	Finding Homes Defugees	Working with Evidonco: Taking a Stand	the <i>Narrative</i> (W.7.3, 7.9) Japanese American Relations in WWII	time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
	Central	Finding Home: Refugees RL – Inside Out & Back Again, Thanhha	Working with Evidence: Taking a Stand RL—To Kill a Mockingbird, Harper Lee	RI—Unbroken: A World War II Story of	Sustainability of World's Food Supply RI—The Omnivore's Dilemma: The Secrets
&	Texts*	Lai* RI—"The Vietnam Wars," Tod Olson	RL—10 Kill a Mockingbird, Harper Lee RI—"Equal Rights for Women," Chisholm RI—"Ain't I a Woman?" Sojourner Truth	Survival, Resilience, and Redemption, Laura Hillenbrand	Behind What You Eat, Michael Pollan (Young Readers' Edition)
GRADE	Writing Tasks**	 Literary Analysis: Explain the Significance of the Novel's Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: "Inside Out" and "Back Again" (RI.8.1, 8.2, W.8.3, 8.9) 	 Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11) 	Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)	Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan's Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

^{*} 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".

ELA CURRICULUM: GRADES 6-8 CURRICULUM PLAN (FOR ALTERNATE MODULES)

		Module 2B: Working with Evidence	Module 3B: Understanding	Module 4B: Research, Decision
			Perspectives	Making, and Forming Positions
	Topic	Voices of Adversity	Sustaining the Oceans	N/A
GRADE 6	Central	RL - Good Masters! Sweet Ladies! Voices from a	RI - World Without Fish, Mark Kurlansky	GRADE 7 ONLY
	Texts*	Medieval Village, Laura Amy Schlitz	RL - Flush, Carl Hiassen	
		RL - Blue Lipstick: Concrete Poems, John Grandits		
		RL - Technically, It's Not My Fault: Concrete Poems, John Grandits		
	Writing	Argument Essay: Do We Face the Same	• Research (W.6.7)	GRADE 7 ONLY
	Tasks**	Adversities as the Voices of <i>Good Masters, Sweet Ladies</i> ? (W.6.1 and 6.9)	Informational Consumer Guide (W.6.2)	
		• Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6)		
	Topic	Identify and Transformation: Then and Now	N/A	Water is Life
	Central	RL - Pygmalion, George Bernard Shaw	Please note that, for 7th grade, alternate modules will	RI— The Big Thirst, Charles Fishman
ADE 7	Texts*	RI – Various informational articles about identify	be available for Modules 2 and 4, rather than for Modules 2 and 3.	RI—"Water Is Life," Barbara Kingsolver
I₹	Writing	• Argument Essay: Eliza's Changes (RL.7.1, 7.3,		• Research Simulation (W.7.7, 7.8, 7.9)
GR	Tasks**	and W.7.1)		Water Management Position Paper: (RI.7.1, W.7.1,
		• Advertisement Analysis and "Counter-Ad" (W.7.2a, b, c, d, e, f, 7.7, and 7.8)		7.4, 7.5, and L.7.6)
	Topic	A Midsummer Night's Dream and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine	N/A
	Central	RL - A Midsummer Night's Dream, William	RI - A Mighty Long Way: My Journey to Justice at	GRADE 7 ONLY
ω	Texts*	Shakespeare	Little Rock Central High School, Carlotta Walls	
Ä		RI – Various informational articles about	LaNier and Lisa Frazier Page	
GRADE		Shakespeare and the universal appeal of his works	RI - Little Rock Girl 1957: How a Photograph Changed the Fight for Integration, Shelley Tougas	
	Writing Tasks**	Argument Essay: Controlling Others in A Midsummer Night's Dream (W.8.1)	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2)	GRADE 7 ONLY
		• Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b)	Narrative Writing: "Snapshot in a Journey" (W.8.3)	

^{*} This plan shows most full-length books 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".