

	<b>Module 1: Reading Closely and Writing to Learn</b>	<b>Module 2A: Working with Evidence</b>	<b>Module 3A: Understanding through Research</b>	<b>Module 4: Forming Positions</b>
<b>GRADE 6</b>				
Topic	Myths: Not Just Long Ago	Rules to Live By	Chinese Immigration: The Land of the Golden Mountain	Technology's Effect on Society (tentative)
Central Text	RL – <i>The Lightning Thief</i> , Rick Riordan (740L) RL - <i>D'Aulaires Book of Greek Myths</i> , Ingri and Edgar Parin D'Aulaire	RL – <i>Bud Not Buddy</i> , Christopher Paul Curtis (950L)	RL – <i>Dragonwings</i> , Laurence Yep (870L)	<i>Ender's Game</i> , Orson Scott Card (780L) (tentative)
Writing Tasks	<ul style="list-style-type: none"> <li>Modern Myth (W.6.3)</li> <li>Analysis: Crosswalk from modern myth to the hero's journey (RL.6.5, W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: Character Change (RL.6.3, W.6.1, W.6.9)</li> <li>Research/Inform: My Rules to Live By (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: Author's Culture and Perspective (RL.6.6a, W.6.1, W.6.9)</li> <li>Newspaper Article (W.6.2, W.6.7)</li> </ul>	<ul style="list-style-type: none"> <li>Position Paper (W.6.1, W.6.7, W.6.9)</li> </ul>
<b>GRADE 7</b>				
Topic	Journeys	Child Labor	Slavery: The People Could Fly	Water is Life
Central Text	RL – <i>A Long Walk to Water</i> , Linda Sue Park (720L)	RL – <i>Lyddie</i> , Katherine Patterson (860L)	RI – <i>The Narrative of the Life of Frederick Douglass</i> (1080L)	RI – “Water is Life,” Barbara Kingsolver (1100L)
Writing Tasks	<ul style="list-style-type: none"> <li>Literary Analysis: Contrasting points of view of characters (RL.7.6, W.7.9)</li> <li>Two-Voice Poem (W.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: Compare and contrast fictional and historical account (RL.7.9, W.7.1)</li> <li>Q &amp; A: Child Labor around the world (W.7.2, W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: Analyze development of theme (RI.7.2/3 and W.7.9)</li> <li>Informational children's book about slavery (W.7.2, W.7.7, W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>Position Paper (W.7.1, W.7.7, W.7.9)</li> </ul>
<b>GRADE 8</b>				
Topic	Finding Home: Refugees	Taking a Stand	Japanese American Relations in WWII	Sustainability of World's Food Supply
Central Text	RL – <i>Inside Out and Back Again</i> , Thanhha Lai (N/A)*	RL – <i>To Kill a Mockingbird</i> , Harper Lee (870L)	RI – <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand (N/A)*	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers' Edition, 930L)
Writing Tasks	<ul style="list-style-type: none"> <li>Literary Analysis: How incidents reveal character (RL.8.3)</li> <li>A Refugee's Story (research-based narrative) (W.8.3, W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Literary Analysis: Analyze how point of view creates suspense or humor (RL.8.6, W.8.1)</li> <li>Second writing task TBD</li> </ul>	<ul style="list-style-type: none"> <li>Analysis: Analyze conflicting information about Japanese Internment (RI.8.9, W.8.1)</li> <li>Research-Based Two-Voice Poem (W.8.3, W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Position Paper (W.8.1, W.8.7, W.8.9)</li> </ul>

- All modules will pair literature with rich informational text (including primary source documents and literary nonfiction) on the topic.
- Informational text and supplemental literature in each module will meet the expected range of quantitative complexity.
- All modules embed routines related to written argument; argumentation is a particular focus of Module 4.
- All modules intentionally integrate resources from Odell Education.

\* N/A = No Lexile currently available