### Module 1: Close Reading and Writing to Learn

**Central Texts**
- RL—The Lightning Thief, Rick Riordan
- RL—Lyddie, Katherine Patterson
- My Hero’s Journey Narrative (RL.6.3, W.6.3)

**Writing Tasks**
- Literary Analysis—Connecting Themes in Cronus and The Lightning Thief (RL.6.2, W.6.2, 6.9)
- Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)
- Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)

**Topic**
- Journeys and Survival

**Writing**

**Texts**
- Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)
- Argument: How Does Bud Use His Rules to Survive or to Thrive? (RL.6.3, W.6.1, 6.9)
- Argument: How Does Bud Use His Rules to Survive or to Thrive? (RL.6.3, W.6.2)
- Argument: How Does Bud Use His Rules to Survive or to Thrive? (RL.6.3, W.6.2)

**Central Texts**
- RL—A Long Walk to Water, Linda Sue Park
- RL—Lyddie, Katherine Patterson
- Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)
- My Hero’s Journey Narrative (RL.6.3, W.6.3)

**Writing Tasks**
- 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)

**Topic**
- Finding Home: Refugees

**Writing**

**Texts**
- Argument: To Kill a Mockingbird, Harper Lee
- Argument: “Equal Rights for Women,” Chisholm
- Argument: “Ain’t I a Woman?” Sojourner Truth

**Central Texts**
- RL—Inside Out & Back Again, Thanhha Lai
- RL—A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand
- RL—The Vietnam Wars,” Tod Olson
- RL—Equal Rights for Women,” Chisholm
- RL—“Ain’t I a Woman?” Sojourner Truth

**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” (RL.8.1, 8.2, W.8.3, 8.9)
- Arguement: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)
- Arguement: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)
- Arguement: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)
- Arguement: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)
- Arguement: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)

**Topic**
- Sustainability of World’s Food Supply

**Writing**

**Texts**
- Informational Essay: Invisibility of Captives during WWII (RL.8.1, W.8.2, 8.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)

**Central Texts**
- RL—“Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand
- RL—The Omnivore’s Dilemma: The Secrets Behind What You Eat, Michael Pollan (Young Readers’ Edition)
- RL—The Vietnam Wars,” Tod Olson
- RL—Equal Rights for Women,” Chisholm
- RL—“Ain’t I a Woman?” Sojourner Truth

**Writing Tasks**
- Literary Analysis: Connecting Themes in Cronus and The Lightning Thief (RL.6.2, W.6.2, 6.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)

**Topic**
- Sustainability of World’s Food Supply

**Writing**

**Texts**
- Informational Essay: Invisibility of Captives during WWII (RL.8.1, W.8.2, 8.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)

**Central Texts**
- RL—“Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand
- RL—The Omnivore’s Dilemma: The Secrets Behind What You Eat, Michael Pollan (Young Readers’ Edition)
- RL—The Vietnam Wars,” Tod Olson
- RL—Equal Rights for Women,” Chisholm
- RL—“Ain’t I a Woman?” Sojourner Truth

**Writing Tasks**
- Literary Analysis—Connecting Themes in Cronus and The Lightning Thief (RL.6.2, W.6.2, 6.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)

**Topic**
- Sustainability of World’s Food Supply

**Writing**

**Texts**
- Informational Essay: Invisibility of Captives during WWII (RL.8.1, W.8.2, 8.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)

**Central Texts**
- RL—“Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand
- RL—The Omnivore’s Dilemma: The Secrets Behind What You Eat, Michael Pollan (Young Readers’ Edition)
- RL—The Vietnam Wars,” Tod Olson
- RL—Equal Rights for Women,” Chisholm
- RL—“Ain’t I a Woman?” Sojourner Truth

**Writing Tasks**
- Literary Analysis—Connecting Themes in Cronus and The Lightning Thief (RL.6.2, W.6.2, 6.9)
- Research-based Narrative: Becoming Visible after Internment (RL.8.1, W.8.3)
## ELA CURRICULUM: GRADES 6-8 CURRICULUM PLAN (FOR ALTERNATE MODULES)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Module</th>
<th>Topic</th>
<th>Central Texts*</th>
<th>Writing Tasks**</th>
<th>Module 3B: Understanding Perspectives</th>
<th>Module 4B: Research, Decision Making, and Forming Positions</th>
</tr>
</thead>
</table>
| **GRADE 6** | Module 2B: Working with Evidence | **Voices of Adversity** | RL - *Good Masters! Sweet Ladies! Voices from a Medieval Village*, Laura Amy Schlitz  
RL - *Blue Lipstick: Concrete Poems*, John Grandits  
RL - *Technically, It’s Not My Fault: Concrete Poems*, John Grandits |  
- Argument Essay: Do We Face the Same Adversities as the Voices of *Good Masters, Sweet Ladies*? (W.6.1 and 6.9)  
- Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6) | RI - *World Without Fish*, Mark Kurlansky  
RI - *Flush*, Carl Hiassen | GRADE 7 ONLY |
| | | **Sustaining the Oceans** | |  
- Research (W.6.7)  
- Informational Consumer Guide (W.6.2) | | |
| **GRADE 7** | Module 3B: Understanding Perspectives | **Sustaining the Oceans** | Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3. |  
- Argument Essay: Eliza’s Changes (RL.7.1, 7.3, and W.7.1)  
- Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8) | RI—*Pygmalion*, George Bernard Shaw  
RI—Various informational articles about Shakespeare and the universal appeal of his works | GRADE 7 ONLY |
RI - *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration*, Shelley Tougas |  
- Research Simulation (W.7.7, 7.8, 7.9)  
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) | | |
| **GRADE 8** | Module 4B: Research, Decision Making, and Forming Positions | **A Midsummer Night’s Dream and the Comedy of Control** | RL - *A Midsummer Night’s Dream*, William Shakespeare  
RI – Various informational articles about Shakespeare and the universal appeal of his works |  
- Argument Essay: Controlling Others in *A Midsummer Night’s Dream* (W.8.1)  
- Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b) | RI - *A Mighty Long Way: My Journey to Justice at Little Rock Central High School*, Carlotta Walls LaNier and Lisa Frazier Page  
RI - *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration*, Shelley Tougas | GRADE 7 ONLY |
| | | **The Comedy of Control** |  
- Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2)  
- 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”.

---

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.  
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.