

Paths to College and Career

English Language Arts

Reading Closely and Writing to Learn

- ▶ The Lightning Thief
- ▶ Key Elements of Mythology
- ▶ The Hero's Journey

Paths to College and Career

English Language Arts

Reading Closely and Writing to Learn

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ABOUT PCG EDUCATION

A division of Public Consulting Group (PCG), PCG Education provides instructional and management services and technologies to schools, school districts, and state education agencies across the United States and internationally. We apply more than 30 years of management consulting expertise and extensive real-world experience as teachers and leaders to strengthen clients' instructional practice and organizational leadership, enabling student success.

As educators engage with rigorous standards for college and career readiness, PCG Education partners with practitioners at all stages of implementation. We work with clients to build programs, practices, and processes that align with the standards. Our team of experts develops and delivers standards-based instructional resources, professional development, and technical assistance that meet the needs of all learners.

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WHAT IS *PATHS TO COLLEGE AND CAREER*?

Paths to College and Career is a comprehensive English Language Arts (ELA) curriculum that meets the rigorous requirements and instructional shifts of the Common Core State Standards (CCSS). *Paths to College and Career* (for grades 6–8) deeply engages middle-level students in authentic experiences while building their literacy skills and expanding their knowledge of the world around them as they grow toward college and career readiness. *Paths to College and Career* supports teachers' understanding of CCSS-aligned instruction that challenges and engages all students as they read, discuss, and write about complex texts.

Materials and Resources

- **Curriculum maps** that provide a bird's eye view of standards, learning targets, core texts, and assessments across the year, both within each grade and across grades 6–8
- **Detailed plans** for curriculum modules, units, and lessons, with teacher instructional notes and student supports
- **Authentic literary and informational texts** at appropriate grade-level complexity work together to build students' knowledge
- **Supplementary resources** including protocols and practices, graphic organizers, and supports for students with a variety of learning needs
- **Flexibility**, encouraging teacher adaptation and student choice

Intentional Learning Progressions

- **Engaging topics**, and sequencing within topics, that draw students deeply into rigorous reading, writing, and thinking
- Deliberate **year long instructional processes** that develop students' ability to read closely, analyze texts, and synthesize information across multiple texts
- Scaffolded **assignments** that help all students develop skill in evidence-based writing, including argument, explanation, and narrative
- **Regular, consistent writing** for many purposes, both informal and more formal, incorporating the writing process
- **Classroom protocols** that foster rich evidence-based discussions, research, and writing based on evidence from text

- **Academic vocabulary** development that builds students' ability to understand sophisticated words and complex language structures
- **Active learning** that encourages students' confidence in their ability to achieve at high levels

Assessment That Informs Instruction

- Daily and ongoing formative assessment opportunities
- Student self-assessment and feedback
- Mid-unit and end-of-unit assessments
- Curriculum-embedded performance tasks for each module in which students synthesize their work to demonstrate their deep learning of skills and content
- CCSS-based rubrics and models of expected student performances

Paths to College and Career provides a complete middle-level ELA curriculum, fully aligned with the Common Core standards and instructional shifts and designed to meet the needs of all students.

Why Do We Need a New and More Rigorous Curriculum?

College and Career anchor standards (CCR) establish literacy expectations for students as they graduate from high school and prepare to enter college or career paths. Grade-specific standards define end-of-year expectations and learning progressions that enable students to meet college and career readiness expectations no later than the end of high school.

The CCSS provide a vision for college- and career-ready students who can

- Independently comprehend and evaluate complex texts
- Construct effective arguments and convey complex information
- Actively listen to, comprehend, and question a speaker
- Engage in productive dialogue
- Demonstrate command of standard English and use a wide-ranging vocabulary
- Be self-directed learners and know how to locate information from a variety of sources
- Build knowledge by engaging with works of quality and substance, reading purposefully, and listening attentively
- Refine and share their knowledge through writing and speaking
- Respond to the varying demands of audience, task, purpose, and discipline
- Be engaged and open-minded—but discerning—readers and listeners
- Cite specific evidence, connecting it through reasoning to their claim, when offering an oral or written interpretation of a text or when making their own point
- Use technology and digital media strategically and capably

- Understand other perspectives and cultures and communicate effectively with people of other backgrounds
- Learn about a variety of periods, cultures, and worldviews by reading great classic and contemporary works of literature

Achieving these high expectations and rigorous goals requires that curriculum and instruction support teachers in preparing students for college and career.

The Standards in Action: The Instructional Shifts and *Paths to College and Career*

The Common Core State Standards for ELA & Literacy set clear, high expectations for what students in each grade need to know as they grow toward college and career readiness. These rigorous expectations require shifts in the content and nature of instruction so that students will achieve the standards. *Paths to College and Career* embodies these instructional shifts.

Shift 1: Building Knowledge through Content-Rich Nonfiction

In college and career, most required reading is nonfiction and informational text. Students need to understand the structure of text and be able to learn independently through text.

- Expanding beyond fiction, students read a true **balance of literary and informational texts**.
- Through carefully selected text sets, students **build knowledge** about the world (domains/content areas) through interactions with **text** rather than through teacher talk or activities.

How does *Paths to College and Career* help teachers and students meet Shift 1?

All modules in *Paths to College and Career* pair literature with rich informational text (including primary source documents and literary nonfiction). Authentic reading materials include full-length books, excerpts, articles, and other texts. In addition, each unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts related to real-world issues and concerns. Students engage in significant topics as they read high-quality literature and fiction. They build expertise on topics and share that expertise with others.

Shift 2: Reading, Writing, and Speaking Grounded in Evidence from Text

The ability to locate and use evidence is a strong indicator of success in college and career. Too often, questions and tasks ask students to answer from their own experience, rather than requiring them to

respond with evidence from text. The CCSS expects that most questions and tasks require students to read the text—and to identify what is directly stated and what is inferred. In the classroom, reading, writing, and speaking all emphasize the use of evidence.

- Students engage in **rich and rigorous evidence-based conversation** about text.
- Writing **uses evidence from sources** to inform or make an argument.

How does *Paths to College and Career* help teachers and students meet Shift 2?

Each module of the *Paths to College and Career* curriculum focuses on reading, writing, listening, and speaking in response to high-quality texts. *Paths to College and Career* supports teachers with careful and deliberate sequences of text-dependent questions and tasks that ensure students return to the text for answers. Students use evidence, becoming skilled at asking and answering important text-dependent questions as they read. The curriculum also emphasizes writing from sources and research, matching the emphasis placed on these activities in the CCSS for a variety of purposes. Over the course of the academic year, students regularly write evidence-based informative/explanatory texts as they engage in text analysis. Writing instruction in *Paths to College and Career* frames writing as a recursive and iterative process of planning, drafting, revising, editing, and rewriting. Building the research skills outlined in the CCSS, students learn how to conduct effective, inquiry-based research. Through reading and analysis, students identify topics of interest, formulate questions for searches, assess sources, craft inquiry-based research questions, engage in research and writing, and, finally, analyze and synthesize their research in formal writing pieces.

Paths to College and Career regularly incorporates student discussion in order for students to process orally what they have read and what they will write or have already written in response to a text. Discussions take various forms, some more formal or structured than others. Discussions are student driven and share a common focus on evidence-based claims. Students engage with one another, rather than with the teacher, as they pose questions, build shared knowledge, and support each other. To facilitate classwide engagement, students work in pairs or small groups prior to whole-class discussion. These pair or small-group discussions allow students the space and time to collaboratively build evidence-based understandings of text(s) and share their ideas and understandings.

Students engage in peer-supported and independent research projects of varying lengths and on a range of topics. Using the text as the basis for forming claims and making inferences, students write in multiple contexts. End-of-module performance tasks require students to use textual evidence in authentic contexts.

Shift 3: Complex Text and Its Academic Vocabulary

There has existed a huge gap between the complexity of texts students read and the complexity of texts they need to be able to read to meet college and career expectations. The new standards have raised

the overall level of text complexity, with clear expectations for independence at each grade level. One of the greatest factors in text complexity is the academic vocabulary that is more often found in text than in everyday speech. Because of this, teachers need to pay careful attention to building students' vocabulary and helping them learn how to build their own vocabulary in a variety of ways.

- Students **read appropriately complex texts for their grade level**. Instruction and learning centers on those texts. Adequate time allows students to read closely and understand the text fully.
- Students **build the academic vocabulary** they need to access complex texts.

How does *Paths to College and Career* help teachers and students meet Shift 3?

The informational text and literature in each module meet the expected range of quantitative complexity. Students read and review texts for specific purposes. With a gradual release of support, students deconstruct, seek meaning, conduct analysis, define words in context, use and develop background knowledge, and work to understand the text at hand. The *Paths to College and Career* curriculum paces the learning so that students carefully read and reread complex text as they explore ideas, structures, and layers of meaning.

Paths to College and Career emphasizes depth of student understanding rather than the breadth of texts “covered.” The process of achieving this depth of understanding includes annotating text. The curriculum frequently asks students to note specific parts of a text that contain important ideas and spark connections to other texts or require additional attention and discussion.

Paths to College and Career builds students' academic vocabulary, the words and language structures more likely to appear in complex literary and informational texts. Through guided practice, students gain familiarity with the words in context or, when appropriate, learn their meaning at point of use as they encounter the word in a text.

Other Features of *Paths to College and Career* That Support All the Instructional Shifts

In addition to directly addressing the instructional shifts, *Paths to College and Career* emphasizes instructional practices that promote achievement of high academic expectations.

Paired and Group Reading/Collaborative Work

Collaboration plays a major role in college and career readiness. The CCSS weave together the four strands of reading, writing, speaking and listening, and language to provide an integrated approach to learning. The lessons and units in *Paths to College and Career* allow students multiple opportunities to collaborate while reading, writing, speaking, and listening. This learning and sharing of insights also benefits students who require additional support in developing these skills.

Scaffolding to Independence

Paths to College and Career scaffolds student learning to promote independence in reading, writing, and speaking about complex texts. Each unit builds on the skills and knowledge students develop in the preceding units, just as each module in a year extends and refines students' work in earlier modules. Over the course of the year and across grade levels, teachers will notice students' increased capacity for independent work. As texts increase in complexity, tasks become more challenging.

Assessment in *Paths to College and Career*

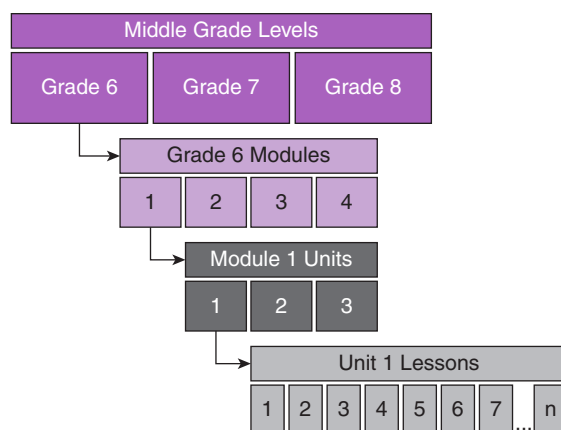
Paths to College and Career provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

Paths to College and Career Organization and Structure

This curriculum is composed of seven grade levels (6–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit



varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language. The modules include daily lesson assessments, mid- and end-of-unit assessments, and a culminating performance task in which students are asked to synthesize their learning across the module. The performance task also provides an option for teachers to engage students in writing or discussion of salient excerpts or ideas from the module texts in relation to outside texts, current events, the world writ large, or the human condition.

The *Paths to College and Career* curriculum provides a full year of modules and units, including

- Year long scope and sequence
- Module framing and overview
- Unit-at-a-glance and week-at-a-glance guidance for the teacher
- Performance tasks and other summative and formative assessments
- Lesson plans
- Supporting materials (class work, homework, rubrics, and so on)

Structure of a Year of Instruction

There are four modules per grade level that focus on reading, writing, speaking and listening, and language in response to high-quality texts. Each module lasts one quarter of a school year.

Structure of a Module

Each module provides eight weeks of instruction constituting three units. Each unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy.

Module 1	Module 2	Module 3	Module 4
Close Reading and Writing to Learn	Working with Evidence	Understanding Perspectives	Research, Decision Making, and Forming Positions
Unit 1 Building Background Knowledge	Unit 1 Building Background Knowledge	Unit 1 Building Background Knowledge	Unit 1 Building Background Knowledge
Unit 2 Extended Reading and Research	Unit 2 Extended Reading and Research	Unit 2 Extended Reading and Research	Unit 2 Extended Reading and Research
Unit 3 Extended Writing	Unit 3 Extended Writing	Unit 3 Extended Writing	Unit 3 Extended Writing

Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.

Modules include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

Paths to College and Career is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Students with Disabilities (SWD)
- Accelerated learners
- Students achieving and performing below grade level

Each module is designed to be adapted to a group's specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students' needs and to meet the requirements of the shifts and the standards.

Using *Paths to College and Career*

Paths to College and Career provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Launching a Module

Paths to College and Career provides multiple supports in each module to facilitate instructional planning.

The **Module Overview** provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets.

The **Week-at-a-Glance Calendar** adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments.

A detailed description in the **Module Assessments** section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The **Recommended Texts** chart explains the Lexile (quantitative complexity) measure and text type of each literary and nonfiction work in the module.

These overview documents provide a panoramic view of the module and include the information educators need to make decisions about adapting, enhancing, or changing learning activities.

Teaching a Unit

The **Unit Overview** includes the learning targets and standards addressed in this unit, the texts used in this unit, and a lesson-by-lesson overview. Especially helpful at this level of detail are the lesson-level (supporting) learning targets derived from the long-term targets for the module. "Anchor Charts and Protocols" identifies the introduced and reinforced routines in each lesson.

Inside the Lesson

Each lesson, regardless of the topic or timing within the unit, module, or year, has a dependable structure.

The lesson **Opening** engages students in the work of the lesson and reviews learning targets for the day. The lesson opening builds on the work of the prior lesson.

Work Time comprises the bulk of the lesson and may include close reading, note taking, journaling, teacher modeling, vocabulary development, and partner or group work. As students prepare for a mid-unit or end-of-unit assessment, work time may give them an opportunity to plan, draft, revise, and peer- or self-assess. Work Time varies from day to day according to the learning targets, texts, and tasks.

Closing and Assessment includes a debrief of the lesson and homework instructions. In lessons that do not include a specific assessment, there is a brief formative assessment, such as an “Exit Ticket.”

Support for the Teacher

In addition to information provided in the module and unit overviews, support is provided throughout the lesson in sections labeled Teaching Notes and Meeting Students’ Needs, as well as in the supporting materials.

Teaching Notes describe protocols used in the lesson, and ongoing practices, such as journaling. They also suggest how to prepare for the lesson. The Teaching Notes also include background information that explains how a concept or routine introduced in this lesson will connect to or build toward other lessons.

Meeting Students’ Needs discusses the purpose of particular protocols in the lesson and suggestions for visuals, tools, practices, models, or adaptations for students who may need extra support to achieve lesson goals.

Supporting Materials comprise those materials that might be required for the lesson. These materials may include specific reproducible maps, articles, and graphic organizers. The Supporting Materials are all collected in the Teacher Resource Book that accompanies each module. For ebook readers, the Teacher Resource Book and Appendix files can be downloaded at <http://www.pathstocollegeandcareer.com/trbdownload>

Paths to College and Career is truly a complete and integrated English Language Arts curriculum that ensures teaching and learning to the letter and in the spirit of the new standards and the related instructional shifts.

CURRICULUM MAPS

These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students’ independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research

Structure of a Year of Instruction

There are four modules per grade level: Module 1, followed by Module 2, Module 3, then Module 4. Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.

How to Read the Curriculum Maps

The purpose of the curriculum map is to provide a high-level summary of each module and name the standards formally assessed in each module.

Module Focus: Read this first. The “focus” is the same across the grades 6–8 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.

Module Title: This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.

Description: These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).

Texts: This lists texts that all students read. The texts in bold are the extended texts for a given module: the texts with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Standards: In each module, the standards formally assessed are indicated with a check mark.

Grade 6 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Understanding Perspectives	Reading for Research and Writing an Argument
Module Title	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs versus Benefits
Description	Students study the purposes and elements of mythology. Students read Rick Riordan's <i>The Lightning Thief</i> with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology. As a whole class, students will closely read several complex Greek myths and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.	How do people formulate and use "rules" to improve their lives and communicate these rules to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, Not Buddy</i>, analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs's speech (focusing on how Jobs develops his ideas at the paragraph, sentence, and word levels) and analyze the poem "If" to compare and contrast how the novel and the poem	Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Laurence Yep's <i>Dragonwings</i>, they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing	Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful's Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply

		address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own “rules to live by” and then write an essay to inform about one important rule to live by.	perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.	their research to write a position paper in which they support that claim with evidence.
Texts (central texts in bold)*	• “The Fates,” based on E. M. Berens (RL, 1230L) • “The Story of Medusa and Athena,” Leanne Guenther (RL, 1200L) • “Cronus,” based on E. M. Berens (RL, 980L) • “Myths and Legends,” based on E. M. Berens (RI, 1150L) • “Shrouded in Myth,” Jessica Fisher Neidl (RI, 1100L) • “Key Elements of Mythology,” Expeditionary Learning (RI, 1080L)	• <i>Bud, Not Buddy,</i> Christopher Paul Curtis (RL, 950L) • “If,” Rudyard Kipling (RL, Poem, NL) (also audio version: http://archive.org/details/if_kipling_librivox) • “Health Rocks,” <i>Skipping Stones</i> (RI, 1540L) • “Adults Cut Back Fast Food, but U.S. Kids Still Eat Too Much Fat: CDC,” Susan Heavey (RI, 1430L) • “The Life of a Cell Phone,” U.S. Environmental Protection Agency (RI, 1300L)	• “Waking Up in a Nightmare,” Expeditionary Learning (RL, 1010L) • <i>Dragonwings,</i> Laurence Yep (RL, 870L) • “Poem of the Earthquake,” Eliza Pittsinger (RL, Poem) • “Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance,” Expeditionary Learning (RL, Play) • “The San Francisco Earthquake, 1906,” Eyewitness to History (RI, NL)	• <i>Frightful’s Mountain,</i> Jean Craighead George (RL, 650L) • “Biological Energy—Here, Let Me Fix It!” Utah Education Network (RI, NL) • “A New Home for DDT,” Donald Roberts (RI, 1200L) • “Malaria Carrying Mosquito Crash Lands Due to His Insecticide,” Adam Allie (RI, 1150L) • “The Exterminator,” Kirsten Weir (RI, 1140L) • “Welcome Back,” Susan Nagle-Schwarz (RI, 1080L)

	• “The Hero’s Journey,” Expeditionary Learning (RI, 865L) • “Prometheus and Pandora,” based on Jean Lang (RL, 920L) • “Theseus and the Minotaur,” based on Nathaniel Hawthorne (RL, 920L) • The Lightning Thief, Rick Riordan (RL, 740L) • The Golden Key, Expeditionary Learning (RL, 665L) • <i>D’Aulaires Book of Greek Myths</i>, Ingri and Edgar Parin D’Aulaire (teacher copy only)	• “Recipe for Health,” Emily Sohn (RI, 1090L) • “Live by Design, Not Default,” <i>Skipping Stones</i> (RI, 1080L) • “Earth Day, Your Way: Celebrate Earth Day, April 22,” <i>Current Health 1</i> (RI, 970L) • “Back-to-School Speech,” President Barack Obama (RI, 940L) • “Bullies behind Bars?” Carmen Morais (RI, 930L) • “Make Your Move,” Jennifer Marino-Walters (RI, 890L) • “Stanford University Commencement Address,” Steve Jobs (RI, 865L) • “Is the Cafeteria Ruining Your Life?” Elizabeth Larson and Justin O’Neill (RI, 830L) • “A Skateboarder Goes Green,” Blair Rainsford (RI, 790L) • “Cyber Bullying Statistics,” www.bullyingstatistics.org (RI, NL)	• “The Great 1906 San Francisco Earthquake,” USGS.gov (RI, 1500L) • “Sandy Wreaks Havoc across Northeast; at Least 11 Dead,” Matt Smith (RI, 1400L) • “One Boy’s Experience,” Lloyd Head (RI, 1270L) • “Timeline of the San Francisco Earthquake, April 18–23, 1906,” Gladys Hansen (RI, 1150L) • The Lost Garden, Laurence Yep (RI, 1020L) • “Comprehending the Calamity,” Emma Burke (RI, 1060L) • “Casualties and Damage after the 1906 Earthquake,” USGS.gov (RI, 730L)	• “How DDT Harmed Hawks and Eagles,” Gil Valo (RI, 1020L) • “Rachel Carson: Environmentalist and Writer,” Kathy Wilmore (RI, 840L) • “Rachel Carson: Sounding the Alarm on Pollution,” Robert Peterson (RI, 840L) • John Stossel Video on DDT: http://www.youtube.com/watch?v=kHwqandRTSQ • “Earth Tones” Video on DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1
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Performance Task	"My Hero's Journey" Narrative (RI.6.3, W.6.3, W.6.4, W.6.5, W.6.6, L.6.2, and L.6.3) scaffolded narrative	Essay to Inform: "My Rule to Live By" (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, W.6.9.b, L.6.1, and L.6.2) scaffolded essay	Newspaper Article: "How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco" (RI.6.7, W.6.2, W.6.4, W.6.9, W.6.9.b, and L.6.3) scaffolded essay	Scientific Poster and Hosted Gallery Walk (RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6) research paper
Lexile®	Common Core band level text difficulty ranges for grades 6–8**: 925–1185L			

*Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

**Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf.

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (RL.6.4 and L.6.5) short constructed response	Point of View, Figurative Language and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4.a) graphic organizer and short constructed response	Tracing and Evaluating an Argument: "Rachel Carson: Sounding the Alarm on Pollution" and the Video about DDT (RI.6.8 and SL.6.3) graphic organizers
End-of-Unit 1	Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey" (RL.6.1, RL.6.3, R.I. 6.1, W.6.9, and W.6.9.b) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	Evidence of Author's Perspective in <i>Dragonwings</i> (RL.6.4 and RL.6.6) short constructed response	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (SL.6.2) discussion
Mid-Unit 2	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in Stanza 4 of "If" by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; selected response, short constructed response	Short Response: Analyzing the Point of View: Relief Camps (RI.6.3, RI.6.6, and RI.6.4) short constructed response	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4, and L.6.4.b-d) graphic organizer, selected response, short constructed response

End-of-Unit 2	Literary Analysis—Connecting Themes in “Cronus” and <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, W.6.9.a, and L.6.1.a-d) scaffolded essay	“How Does Bud Use His Rules: To Survive or to Thrive?” Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9) scaffolded essay	Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, W.6.9, W.6.9.a, and L.6.2) scaffolded essay	Making a Claim: Where Do You Stand on the Use of DDT? (RI.6.9, W.6.1, W.6.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation
Mid-Unit 3	Crosswalk between “My Hero’s Journey” Narrative and “The Hero’s Journey” Informational Text (W.6.2, W.6.3.a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1) short constructed response and discussion	Part 1: Researching and Interpreting Information: Researching How the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New Information Connects to the Topic (W.6.7 and SL.6.2) graphic organizer and oral explanations	Draft of Position Paper: “DDT: Do the Benefits Outweigh the Consequences?” (RI.6.1, W.6.1, W.6.9, and W.6.9.b) draft essay
End-of-Unit 3	“My Hero’s Journey” Narrative Draft (W.6.3 and W.6.4) on-demand narrative	Draft of Essay to Inform: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9) on-demand essay	Draft Newspaper Article: “How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco” (RI.6.7, W.6.2, W.6.4, and W.6.9) scaffolded essay	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5, W.6.6, L.6.1.e, and L.6.6) written reflection

Common Core ELA Standards Formally Assessed, by Module

- In the following tables, any specific CCSS with a check mark indicates that the standard is formally assessed.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (for example, RI/RL.6.1).
- Some standards are not applicable in an on-demand assessment context (for example, R.6.10 or W.6.10). In the following tables, these standards are noted as “integrated throughout.”
- Some standards (for example, W.6.2) have a main or “parent” standard and then subcomponents (for example, W.6.2.a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the following tables, the “parent” standard is checked only if *all* components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓		
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓			
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.			✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		✓		
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓		
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.			

Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓		