

Paths to College and Career

English Language Arts

Understanding Perspectives

- Unbroken: A World War II Story of Survival, Resilience, and Redemption

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Understanding Perspectives

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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.

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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*

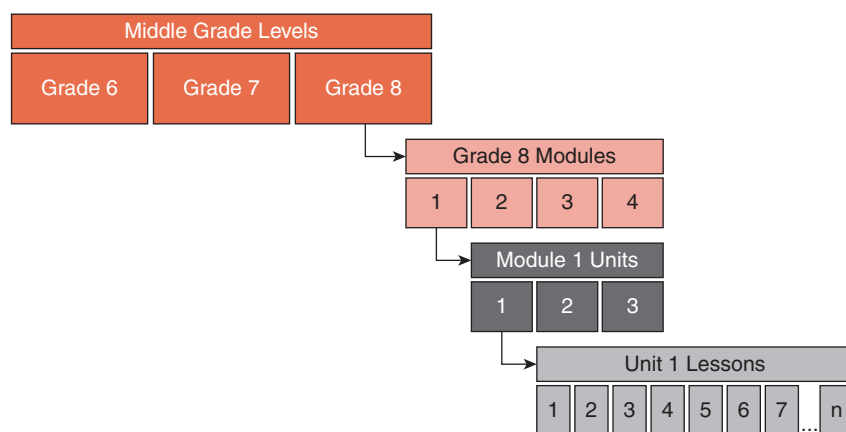
Paths to College and Career provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- 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 8 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Understanding Perspectives	Research, Decision Making, and Forming Positions
Module Title	Finding Home: Refugees	Taking a Stand	Japanese-American Relations in WWII	Sustainability of the World's Food Supply
Description	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand, and then immerse themselves in a study of <i>To Kill a Mockingbird</i> by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of “the Golden	Students study the important yet divergent experiences of war and conflict, specifically WWII, as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese American who was interned in a relocation camp in the United States. To build background knowledge, students read primary source documents. They contrast FDR's response to the Pearl Harbor attack	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to food before it gets to

	the universal refugee experience of being turned “inside out” and then coming “back again.” Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel’s poems as mentor texts, students write free-verse narrative poems that capture the universal refugee experience.	Rule” is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their script remains true to but also veers from the original text.	in his “Day of Infamy” speech with the Japanese response in the “Fourteen-Part Message.” Finally, students analyze how Zamperini and Okubo faced others’ attempts to make them “invisible” during their imprisonment or internment, and how Zamperini became “visible” after the war. For their culminating writing task, students write a research-based narrative that tells the story of how Okubo, too, regained her life and became “visible” again.	the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan’s four food chains would you choose to feed the United States? Why?
Texts (central texts in bold)*	• <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL) • “Panic Rises in Saigon, but the Exits Are Few,” Fox Butterfield (RI, 1200L)	• <i>To Kill a Mockingbird</i>, Harper Lee (RL, 870L) • “Those Winter Sundays,” Robert Hayden (RL, Poem, NL) • “Incident,” Countee Cullen (RL, Poem, NL) • “Solitude,” Ella Wheeler Wilcox (RL, Poem, NA)	• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>, Laura Hillenbrand (RI, NL)	• “Antibiotic Debate Overview,” PBS (RI, NL) • “The Economic Impact of the Indiana Livestock Industries,” Carlos Mayan and Kevin T. McNamara (RI, 1390L)

	• “Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia’s War-Torn Capital, Bringing More Hardship, Death,” <i>Current Events</i> (RI, 1130L) • “The Vietnam Wars,” Tod Olson (RI, 1120L) • “Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia,” <i>Current Events</i> (RI, 1090L) • “People without a Land,” <i>Scholastic Update</i> (RI, 1080L) • “Refugee Children in Canada: Searching for Identity,” Anne Marie Fantino and Alice Colak (RI, 1050L; excerpt) • “Meet the Kurds,” Vera Saeedpour (RI, 1030L) • “Refugees: Who, Where, and Why,” Catherine Gevert (RI, 1020L)	• “Equal Rights for Women,” Shirley Chisholm (RI, 1240L) • Excerpts from “The Great Society,” Lyndon Johnson (RI, 1090L) • “Ain’t I a Woman?” Sojourner Truth (RI, 790L) • <i>To Kill a Mockingbird</i>. Dir. Robert Mulligan, Perf. Gregory Peck, 1962 (Film)	• “The President Authorizes Japanese Relocation”: Excerpt from Executive Order [and posting] No. 9066 Posting (RI, 1550L), Executive Order (RI, 1310L) • Excerpt from the Munson Report, “The Fifth Column,” Walter Lippmann (RI, 1310L) • “Miné Okubo,” Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert (RI, 1280L) • “Day of Infamy,” Franklin D. Roosevelt (RI, 1220L) • “Fourteen-Part Message,” Japanese Foreign Ministry (RI, 1170L) • “War in the Pacific,” Edison McIntyre (RI, 1030L)	• “Genetically Engineered Crops—What, How and Why,” Pamela Ronald (RI, 1380L) • “Understanding Concentrated Animal Feeding Operations and Their Impact on Communities,” Carrie Hribar and Mark Schulz (RI, 1360L) • “Interview with an Organic Farmer,” Expeditionary Learning (RI, 1330L) • “Nitrogen Fertilizer Is Bad Stuff—and Not Just Because It Could Blow Up Your Town,” Tom Laskaway (RI, 1300L) • “Food Deserts,” Betsy Dru Tecco (RI, 1250L) • “The Cultivation of Agricultural Subsidies,” PBS (RI, 1080L) • “Lunch or Junk,” <i>Scholastic</i> (RI, 1030L)
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	• Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010 (RI, 1000L) • "Town Mouse and Country Mouse," Rachel Lehr (RI, 980L) • "Welcome to Sarajevo," <i>Skippping Stones</i> (RI, 930L) • "A Place of Her Own," Andrea Faiad (RI, 910L) • "Children of War," Arthur Brice (RI, 855L) • "I Escaped the Taliban," Kristin Baird (RI, 830L) • "Bosnia: The Children of War," Colin Woodard (RI, 820L) • Transcript: "Forgotten Ship: A Daring Rescue as Saigon Fell," Joseph Shapiro and Sandra Bartlett, NPR (RI, 750L) • "Refugee Writing on the Journey," Karim Haidari (RI, 610L)		• "Riverside's Miné Okubo," Mary H. Curtis (RI, NL) • "The Life of Miné Okubo," Expeditionary Learning (RI, 960L) • "The Report on Japanese on the West Coast of the United States," Curtis B. Munson (RI, 910L)	• <i>The Omnivore's Dilemma (Young Readers' Edition)</i>, Michael Pollan (RI, 930L) • "Birke Baehr: What's Wrong with Our Food System?" (Video) http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html • "Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms," Vital Farms (Video)
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Performance Task	Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3.a, b, d, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry	Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.2, RL.8.3, W.8.3, and W.8.4) scaffolded narrative	Narrative Writing: Becoming Visible after Internment Presentation and Reflection (W.8.3, W.8.6, W.8.9.b, L.8.1, L.8.1.b, c, L.8.2, L.8.2.c, and L.8.3) scaffolded narrative	Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9, and W.8.9.b) 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	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4.a) selected response and extended response	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) selected response and short constructed response	Fishbowl Note-Catcher: Understanding Perspectives on the Pearl Harbor Attack (RI.8.1 and RI.8.9) graphic organizer with short constructed response	Analyzing Author's Purpose in Speech and Text (L.8.4.b-d, RI.8.6, and SL.8.2) graphic organizer
End-of-Unit 1	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response, and short constructed response	Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9, W.8.9.b, SL.8.2, and SL.8.3) graphic organizer and discussion

Mid-Unit 2	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4.a, and W.8.9) graphic organizer, selected response, and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RL.8.2, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Research Simulation (W.8.7 and W.8.8) selected response and short constructed response
End-of-Unit 2	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Argument Essay: "Taking a Stand" (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9.a, and L.8.2.a, b) scaffolded essay	Informational Essay and Commentary: "The Invisibility of Captives during WWII" (W.8.2, W.8.9, L.8.2.c, L.8.3) scaffolded essay	Position Speech: "Which of Michael Pollan's Four Food Chains Would Best Feed the United States?" (SL.8.4, SL.8.5, and SL.8.6) oral presentation
Mid-Unit 3	Best First Draft of "Inside Out" Poem (RI.8.1, W.8.3.a, b, d, W.8.7, and W.8.9) on-demand narrative poem	Readers Theater Scene Selection: Justification (RL.8.1 and W.8.9.a) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1.b, c, L.8.2, and L.8.3) on-demand narrative	Draft Position Paper: "Which of Michael Pollan's Four Food Chains Would Best Feed the United States?" (W.8.1, W.8.1.a, b, e) scaffolded essay
End-of-Unit 3	Best First Draft of "Back Again" Poem (RI.8.1, W.8.3.a, b, d, W.8.7, and W.8.9) on-demand narrative poem	Readers Theater Commentary (RL.8.2 and RL.8.3) extended response	Analysis of Language Techniques (L.8.1.a, d, L.8.5, L.8.5.b, c) selected response and short constructed response	Final Position Paper: "Which of Michael Pollan's Four Food Chains Would Best Feed the United States?" (RI.8.1, W.8.1.c, d, and W.8.9) scaffolded essay and 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.1).
- Some standards are not applicable in an on-demand assessment context (for example, R.10 or W.10). In the following tables, these standards are noted as “integrated throughout.”
- Some standards (for example, W.2) have a main or “parent” standard and then subcomponents (for example, W.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.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓		
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓		
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓		