



# LORAIN CITY SCHOOLS

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## VII. Pacing Guide

In the first year of implementation, Great Minds recommends focusing on **quality** over **quantity** when it comes to pacing your Wit and Wisdom instruction. In other words, it's more important to take the time to teach the content *well* than to try to race through all 4 modules. The curriculum is built so that the vast majority of standards are covered in the first 3 modules, with Module 4 mostly reinforcing previously taught standards. **It is typical in year one for classrooms not to complete Module 4.**

That said, it's important for students to get **through at least the first three modules** (plus the brief introductory Module 0) over the course of the school year, to ensure that they are taught the necessary standards. For this reason, **you should plan to complete each module by the date listed in the table below.** About 2 weeks of flex time has been built into each module for the purposes of this pacing guide.

Module 0	Module 1	Module 2	Module 3	Module 4
September 6	November 26	February 21	May 8	It is typical in year one for classrooms not to complete Module 4

The focus standards for each module can be found on pages 77-87 of the Wit & Wisdom Implementation Guide.

The Ohio ELA Standards Alignment Study, a detailed analysis to demonstrate how grades K-2 of Wit & Wisdom align with the Ohio state standards, can be found here: <https://greatminds.org/resources/products/ohio-ela-standards-alignment-study>.

# SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

## STANDARDS SELECTION

The texts and tasks included in *Wit & Wisdom* present opportunities to practice and master the CCSS. *Wit & Wisdom*'s learning design is based on the premise that texts speak, and standards answer. Instead of addressing standards one by one, in isolation, the tasks and activities associated with each *Wit & Wisdom* text integrate multiple standards from the CCSS Reading, Writing, Speaking and Listening, and Language strands. The integrated teaching of these standards emerges from the content of the carefully curated texts in each module, rather than in an isolated series of skills instruction.

For easy reference, this section outlines the CCSS anchor standards and the scope and sequence for each strand individually. Various standards from every strand are integrated throughout each module. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands. Students deepen their understanding and mastery of ELA skills, as well as their knowledge of cross-disciplinary topics and concepts.

## TYPES OF STANDARDS

*Wit & Wisdom* explicitly addresses all the expectations of the CCSS, with the exception of the Foundational Skills standards. Nearly all CCSS and sub-standards are targeted in one or more modules.\* Focus, supporting, and continuing standards are designated in each module.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Supporting standards are not necessarily explicitly taught or formally assessed in the module, but students practice them with one or more module texts. Many CCSS are designated as focus standards just once or twice but reappear in other modules as supporting standards. Throughout the year, students apply supporting standards to new texts with increasing independence.

Continuing standards represent broad, end-of-year goals and cannot be assessed in a single task. Unlike focus and supporting standards, continuing standards are taught and practiced pervasively across modules rather than in individual lessons. Students practice and master these standards cumulatively. The continuing standards RL.10, RI.10, and L.6 are foundational to what students do on a daily basis and, therefore, appear in every module of every grade.

Through careful analysis of the texts and topics, each module of *Wit & Wisdom* has been designed to align to the standards best suited to building students' understanding and knowledge of module content. As they practice and apply these skills throughout the year, students become confident, engaged, college- and career-ready learners.

\*The notable exceptions are W.9 and W.10 (which are supporting standards in most modules as reflection of the standards' purpose); RL.10, RI.10, and L.6 (which are continuing standards in all modules); and the Foundational Skills standards. (See the Foundational Skills section in the "Going Deeper" chapter for details.)

## READING CCSS SCOPE AND SEQUENCE

The Reading CCSS Scope and Sequence is a key foundation of *Wit & Wisdom*'s learning design. The Reading standards are integrated with the Content Stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. While many standards align neatly with specific Content Stages, the standards aligned to each lesson were chosen primarily for how well they suit the module texts and tasks.

Stage	Typical Standards
Wonder	R.1, R.4 (determine word meaning)
Organize	R.2 (summarize key ideas and details), R.5
Reveal	R.3, R.4 (analyze word choices), R.5, R.6, R.7, and/or R.8
Distill	R.2 (interpret central ideas or themes)
Know	R.9

The Reading CCSS Scope and Sequence was also designed to help students build skills across an instructional year. R.10, for example, is a continuing standard, as its mastery represents the cumulative results of reading grade-level complex texts throughout the year. R.1, R.2, and R.4 (the part of the standard for determining word meanings) are explicitly taught in Module 1 and/or Module 2 in order to build a foundation for students' work with complex texts. Students then continue to apply those standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6: Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

	Reading Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	RL: 1, 6	RL: 2, 3, 9	RL: 4	RL: 5, 7
	RI: 1, 4, 5	RI: None	RI: 2, 3, 6, 8	RI: 7, 9
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	RL: 1, 2, 3	RL: 2	RL: 4, 5	RL: 6, 7, 9
	RI: 1, 7	RI: 2, 3, 5, 8	RI: 4, 6, 9	RI: None
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	RL: 1, 2, 5	RL: 2, 3, 9	RL: 4, 6	RL: 7
	RI: 1, 2	RI: 4	RI: 3, 7, 9	RI: 5, 6, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	RL: 1, 2	RL: 2	RL: 3, 6, 9	RL: 4, 5, 7
	RI: 1, 2, 4, 5, 7	RI: 3, 6, 9	RI: None	RI: 8

Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	RL: 2, 5	RL: 1, 3, 7	RL: 2, 6	RL: 4, 5, 7, 9
	RI: 2, 4, 7	RI: 1, 5	RI: 3, 6, 8	RI: 9
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	RL: 3, 9	RL: 1, 2, 4, 5, 7	RL: 4, 6	RL: None
	RI: 2, 3	RI: None	RI: 4, 6, 8	RI: 1, 5, 7, 9
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	RL: 1, 2, 3, 4, 9	RL: 3, 5, 7, 9	RL: 3, 6	RL: None
	RI: 1, 2, 9	RI: None	RI: 3, 8, 9	RI: 4, 5, 6, 7
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	RL: 1, 2, 3, 4	RL: 2, 3	RL: 4, 5, 6, 7	RL: 2, 3, 9
	RI: None	RI: 1, 2, 3	RI: 7, 8	RI: 4, 5, 6, 9
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	RL: 1, 2, 4, 5	RL: 3, 7	RL: 2, 4, 6, 9	RL: None
	RI: 2	RI: 1, 3	RI: 4, 8	RI: 5, 6, 7, 9
Continuing Standards: RL.10 and RI.10 are continuing standards across all grade levels.				

## WRITING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* provides students with opportunities to build deep knowledge and with the preparation and practice required to express what they know. The Writing CCSS Scope and Sequence can help teachers integrate the various aspects of writing instruction that students must master: skills specific to a particular purpose or genre, widely transferable skills, the writing process, and research.

*Wit & Wisdom* organizes the discrete skills and practices of the Common Core Writing Standards into five categories: Craft Features for Structure, Development, Style, Conventions, and Process. Just as the reading standards align with the Content Stages, the *Wit & Wisdom* writing focus standards align to the Craft Features.

These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for speaking and listening and language. Students often begin to practice a writing type with a focus on structure and development, then explore how style can enhance their work. Throughout the year, students apply their knowledge of conventions and process to all writing types, with increasing depth, flexibility, and independence.

Because students' purpose for writing varies according to the texts and tasks in each module, this Scope and Sequence ensures that at least one module focuses explicitly on each writing type represented by focus standards W.1, W.2, and W.3. Once students learn the requirements of each focus standard, they continue to practice it as a supporting standard, applying what they have learned as they write about new topics. Because it is integral to mastering all three types of writing, W.4 is a focus in almost every module; throughout the year, students work to produce writing appropriate for various tasks, purposes, and audiences.

Because familiarity with the writing process is also essential to mastery of every writing type, W.5 is explicitly introduced in either Module 1 or Module 2. As the year progresses, students use the writing process strategically, with increasing independence.

Each module suggests various ways that students can use technology to produce and publish writing and to collaborate with peers, allowing schools with a wide range of technology resources to meet the expectations of W.6.

In every grade, at least one EOM Task focuses on a sustained research project. In addition, students conduct a variety of short research projects throughout the year, frequently practicing W.7 and W.8.

Finally, W.9 and W.10 are supporting standards in most modules. Most written Focusing Question Tasks and EOM Tasks align to W.9 as students gather textual evidence to respond to questions that assess one or more reading standards. Because students write so routinely throughout *Wit & Wisdom*, the program generally calls out W.10 as a standard only in lessons in which students write for a range of informal, exploratory purposes.

## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Present and Build Knowledge

W.7: Conduct short and more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	Writing Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	W: 2, 8	W: 3, 6, 8	W: 2, 7, 8	W: 1, 5, 8
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	W: 3, 5	W: 2, 6, 7, 8	W: 3	W: 1, 8
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	W: 2, 5, 8	W: 2, 5, 6, 8	W: 3, 8	W: 1, 7, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	W: 2, 4, 8	W: 1, 2, 4, 5, 8	W: 3, 4	W: 2, 4, 6, 7, 8
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	W: 2, 8	W: 2, 3, 4, 5, 8	W: 1, 6, 7	W: 2

Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	W: 2, 4	W: 3, 4, 5	W: 1, 4, 5	W: 1, 2, 4, 6, 7, 8
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	W: 2, 4, 5	W: 3, 4, 5, 6	W: 1, 4, 5	W: 2, 4, 7, 8
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	W: 3, 4	W: 2, 4, 5	W: 1, 4, 6	W: 2, 4, 7, 8
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	W: 3, 4, 5	W: 2, 4	W: 1, 4, 5	W: 2, 4, 6, 7, 8
Continuing Standards: W.10 is a continuing standard across all grade levels.				



## SPEAKING AND LISTENING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* organizes the discrete skills and practices described in the Common Core Speaking and Listening standards into four Craft Features, or purpose-driven categories: Process, Delivery, Structure, and Development. These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for writing and language. In each of the first four modules of the year, explicit speaking skill instruction focuses on a single Craft Feature.

Because a few of the Speaking and Listening standards have multiple Craft Features embedded, these standards may appear more than once as focus standards, especially in later grades. By the end of Module 4, students integrate the discrete skills practiced in each of the Craft Features to meet the whole of each standard.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and such that the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

	Speaking and Listening Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 3	SL: 2, 4
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	SL: 1.a, 1.b	SL: 4, 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	SL: 1.b	SL: 1.d, 2, 4	SL: 1.a, 1.c, 3	SL: 4, 5, 6
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.b, 1.c, 3, 4	SL: 1.d, 2, 4
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 2, 3	SL: 1.d, 4
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	SL: 1.b	SL: 1.d, 2, 4, 5, 6	SL: 2, 4	SL: 1.a, 1.c, 3
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 3	SL: 1.d, 2, 4, 5
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	SL: 4, 5, 6	SL: 1.b, 1.d	SL: 1.a, 1.c, 3	SL: 2, 4, 5

## LANGUAGE CCSS SCOPE AND SEQUENCE

The Language Scope and Sequence highlights the progression of explicit language instruction across *Wit & Wisdom* modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts.

Throughout the year, students apply their knowledge of style and conventions (L.1, L.2, and L.3) with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content.

L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

## College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	Language Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	L: 1.d, 2.c, 2.d	L: 1.a, 1.e, 2.c, 2.d, 5.a, 5.c	L: 1.b, 1.c, 2.a, 2.d, 4.a, 5.b, 5.d	L: 1.f, 2.a, 2.b, 4.b, 5.b
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	L: 1.b, 1.f, 1.j, 2.b	L: 1.h, 1.i, 1.j, 2.b, 2.e, 4.a, 5.b, 5.d	L: 1.c, 1.e, 1.f, 4.b, 4.c, 5.c, 5.d	L: 1.a, 1.d, 1.g, 1.j, 2.a, 2.c, 2.d, 5.a
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	L: 1.e, 1.f	L: 1.a, 1.b, 1.d, 2.a, 4.a, 4.b, 4.c	L: 1.e, 1.f, 3.a, 4.d, 5.b	L: 1.c, 2.b, 2.c, 2.d, 2.e, 4.e, 5.a
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	L: 1.a, 1.e, 1.i, 2.a, 2.e, 4.a	L: 1.a, 1.h, 1.i, 4.a, 4.b, 5.a, 5.c	L: 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 4.c, 5.b	L: 1.g, 2.f, 2.g, 3.a, 3.b, 4.d
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	L: 1.d, 2.a, 2.b, 2.c, 5.a	L: 1.a, 1.e, 3.a, 3.b, 4.a, 4.b, 5.a	L: 1.a, 1.b, 1.f, 2.c, 3.c, 4.c, 5.c	L: 1.c, 1.g, 2.d, 3.c, 4.b, 5.b
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	L: 1.a, 2.d, 3.a	L: 1.a, 1.c, 1.d, 2.a, 2.c, 4.a, 4.c, 5.a, 5.b, 5.c	L: 1.a, 1.b, 1.c, 1.d, 1.e, 2.b, 3.a, 3.b, 4.a, 4.b, 4.c, 5.b	L: 2.b, 2.e, 3.b, 4.a, 4.b, 5.c
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	L: 1.e, 3.a, 3.b, 4.a, 5.a	L: 1.b, 1.d, 2.a, 2.b, 3.b, 4.b, 5.a, 5.c	L: 1.a, 1.c, 3.a, 4.c, 4.d, 5.b	L: 3.b
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	L: 1.b, 3.a	L: 1.a, 1.c, 2.b, 3.a, 4.b, 5.b	L: 1.b, 3.a, 4.a, 4.b, 5.a, 5.c	L: 2.a, 4.b, 4.c, 4.d, 5.c
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	L: 1.c, 2.a, 5.a	L: 1.b, 1.d, 2.b, 5.b, 5.c	L: 1.c, 1.d, 2.a, 2.c, 4.b, 4.c, 4.d, 5.a, 5.c	L: 1.a, 2.a, 3.a, 4.a, 4.d, 5.b