

# EL Module Overview & Access

## Grade 7

All resources and materials related to the EL curriculum for grades 6-8 can be found at <http://curriculum.eleducation.org/>.

### Module 1: Reading Closely and Writing to Learn – Journeys and Survival

**Anchor Text:** *A Long Walk to Water*

**Module Overview:** Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read *A Long Walk to Water*, analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes from the novel and craft a research-based two-voice poem.

**Online Access:** [Module 1](#)

### Module 2: Working with Evidence- Working Conditions

**Anchor Text:** *Lyddie*, Katherine Patterson

**Module Overview:** In this module, students explore the issue of working conditions, both historical and modern day. As they read and discuss both literary and informational text, students analyze how people, settings, and events interact in a text and how an author develops a central claim. The first unit focuses on *Lyddie*, a novel that tells the story of a young girl who goes to work in the Lowell mills, and explores the issue of working conditions in industrializing America. The second unit moves to more recent history and considers the role that workers, the government, and consumers all play in improving working conditions. Unit 3 focuses on the research standards through an investigation of working conditions in the modern day garment industry and students explore how businesses can affect working conditions, both positively and negatively. As a final performance task, students create a consumer's guide to working conditions in the garment industry.

**Online Access:** [Module 2](#)

### Module 3: Understanding Perspectives- Slavery: The People Could Fly

**Anchor Text:** *Narrative of the Life of Frederick Douglass, an American Slave*

**Module Overview:** This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his *Narrative*, focusing on his message as well as the author's craft. Finally, they select one episode from the *Narrative* and rewrite it as a children's story, using *Frederick Douglass: The Last Day of Slavery* as a mentor text.

**Online Access:** [Module 3](#)

### Module 4: Research, Decision Making, and Forming a Position- Screen Time and the Developing Brain

**Anchor Texts:** "Growing Up Digital" and "Teens and Decision Making: What Brain Science Reveals"

**Module Overview:** Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the module by writing a position paper, and creating a visual representation of their paper.

**Online Access:** [Module 4](#)