

# About EL Education

*“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn*

EL Education is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on decades of deep partnership with schools and districts in our national school network—those implementing our school model—and in our family of literacy partners—those implementing our Language Arts curriculum.

Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real-world content by diverse authors. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP). Rigorous impact studies by Mathematica Policy Research demonstrate that teachers significantly improve their craft and students achieve more, regardless of background.

EL Education, a 501c(3) nonprofit, was founded in 1992 by Outward Bound USA in collaboration with the Harvard Graduate School of Education. The ideas of Kurt Hahn, a founder of Outward Bound USA, have inspired and animated EL Education’s work with schools since our founding. Hahn believed in the genius in every child, and in the power of education to help children develop academic courage and ethical character.

# Second Edition Enhancements

EL Education’s Grades 6–8 Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and diverse learners through compelling, real-world content. Through the curriculum we address an expanded definition of student achievement that builds students’ academic knowledge and skills, habits of character, and capacity to create high-quality work. Our approach infuses rigor and joy and embodies a focus on equity and closing the learning opportunity gaps.

Originally designed and developed with a team of teachers in 2012, the national interest in our Grades 6–8 Language Arts curriculum is inspiring. The first edition was originally commissioned by New York State, which required a total of six modules per grade and alignment to the state’s Social Studies and Science Standards. Though initially designed with New York teachers as the primary audience, the curriculum has found a home with a national audience of educators who are seeking out curriculum that uses authentic texts and is directly aligned to the standards. To meet this need, we have created a second edition that broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country.

## What’s New in the Second Edition?

### Overall Design and Structure

- Four modules per grade level for a complete year of study (no longer A and B module options)
- New topics and texts for three out of the four modules at each grade level for national relevance. Anchor texts remain the same in the following modules:
  - Grade 6: Module 1 (*The Lightning Thief* by Rick Riordan)
  - Grade 7: Module 1 (*A Long Walk to Water* by Linda Sue Park)
  - Grade 8: Module 2 (*The Omnivore’s Dilemma* by Michael Pollan) Please note that this text was used in the first edition curriculum in Grade 8: Module 4.
- Explicit supports for English language learners (ELLs), including differentiated materials, Conversation Cues, and Language Dives, which are 10- to 20-minute teacher-guided conversations in which students deconstruct and analyze language structures in a single sentence
- Design informed by the Universal Design for Learning framework to increase meaningful access and reduce barriers to learning for students with diverse learning needs

## The Lost Children of Sudan

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- Explicit integration of EL Education’s habits of character: Work to Become an Effective Learner, Work to Become an Ethical Person, and Work to Contribute to a Better World
- Explicit integration of academic mindsets through reflection
- Streamlined Teacher Guides to support navigability and accessibility
- More authentic performance tasks that support the creation of high-quality work and integrate twenty-first-century digital skills
- Each section of the lesson is now assigned a standard in the subheading, and teaching notes describe how this standard is taught and/or practiced in this section of the lesson.

*We have also refined our approach to addressing the standards with more explicit writing and language instruction, more progress monitoring tools, and more differentiated learning materials.*

### **Reading**

- Pacing: Students now preread the chapter for homework, and reread a 10- to 15-minute excerpt in the lesson.
- Text Guides for teachers outline the sensitive issues in an anchor text and describe how to handle them.

### **Writing**

- Explicit and consistent writing instruction using the Painted Essay® structure, developed by Diana Leddy at the Vermont Writing Collaborative, which uses color to help students visualize the parts of an essay and organize their information
- Models for student analysis and for use as teacher exemplars

### **Speaking and Listening**

- Conversation Cues: Questions teachers can ask students and students can ask one another to promote productive and equitable conversation
- Enhanced informal speaking and listening assessment materials, such as checklists
- Formal speaking and listening assessments

### **Language**

- Explicit vocabulary, grammar, and punctuation instruction aligned to the requirements of the Language standards

### **Assessments**

- Differentiated student materials used for ongoing assessment
- Writing rubrics (for W.1 argument, W.2 informative/explanatory, and W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Standards identified with each assessment question
- Improved support for students to track and assess their own progress
- More time within lesson plans allotted for assessments

**Materials**

- More diverse and inclusive texts and topics
- A new unit-level teacher guide outlines considerations for ELLs, including suggestions for lighter and heavier supports for each lesson.
- Information about each unit for families
- Answer keys for everything, including homework

# Introduction

Welcome to EL Education’s new Grades 6–8 Language Arts curriculum. This document provides key information about how the curriculum is designed and built, and describes the principles that underlie it. It will give you a good understanding of what makes this curriculum unique and valuable.

The four modules fully teach and assess the literacy standards as students build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

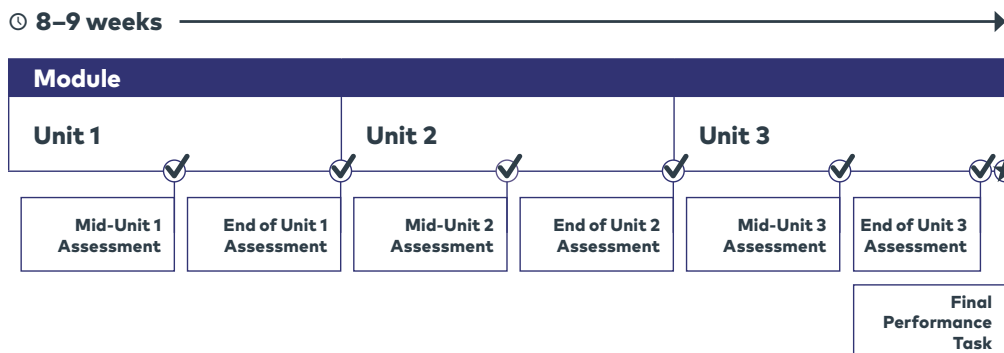
## How Is the Curriculum Structured?

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- Four modules per year
- Each module is eight to nine weeks long.

## Module Lessons and Assessment Structure



- Three units per module
- Two curriculum-based assessments per unit: mid-unit and end of unit
- Forty-five minutes of instruction each day

## Performance Task

Unit 3 includes a performance task—an extended, supported writing task or presentation where students bring together their knowledge of the module topic to celebrate learning.

### ▶▶ Video Spotlight



Learn more about the curriculum structure by watching this video:  
<http://eled.org/0175>.

## What Principles Underlie the Grades 6–8 Curriculum?

### Equity Matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.



- **Mastery of knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students demonstrate craftsmanship and create complex, authentic work.

These three dimensions are the aspirational outcomes for the entire Grades 6–8 Language Arts curriculum. Achievement is more than mastery of knowledge and skills, or students' scores on a test. Habits of character and high-quality work are also taught and prized. Learn more about the Three Dimensions of Student Achievement here: <http://eled.org/character-framework>.

### Backward Design Means Planning with the End in Mind and Assessing All along the Way

The guiding principle of backward design is straightforward. Designers must consider three questions:

- At the end of a sequence of instruction, what will students know and be able to do?
- What will proficiency look and sound like?
- How will we know when students are proficient?

An essential aspect of backward design is assessment. Built-in assessments give teachers valuable information and reflect the key literacy learning that students have been acquiring in the lessons. Specific, ongoing assessment is also suggested in the daily lessons.

### Early Adolescents Need What They Learn to Have Emotional Resonance

Their well-developed limbic systems and sensitivity to dopamine mean that early adolescents are deeply compelled by content that stimulates their emotions. If content and instruction are not emotionally resonant, students will seek other means to fill this need—perhaps to the frustration of their peers and teachers. However, this can also be viewed as a capacity for deep investment in what they are learning. To increase the chances that a student will find an emotionally resonant point of entry, the EL Education Grades 6–8 Language Arts curriculum modules are centered around diverse and current topical issues and texts.

<b>Aspects of Reading in EL Education's Curriculum</b>	
<b>Text complexity</b>	Frequent use of grade-appropriate complex text at all grade levels for all students; scaffolds so all students are successful
<b>Vocabulary</b>	Intentional vocabulary building from content-based text aligned to Language standards
<b>Close reading</b>	Teacher-led close reading of content-based texts; carefully developed text-dependent questions; multiple reads for deepening comprehension
<b>Volume of reading</b>	Accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary
<b>Research</b>	Frequent research projects aligned to the Writing standards result in high-quality writing; accountable independent reading on the topic; gathering evidence to build knowledge before writing

<b>Aspects of Writing in EL Education's Curriculum</b>	
<b>Writing reflects content understanding</b>	All writing explores specific content knowledge and synthesizes knowledge of the topic.
<b>Specific instruction in aspects of writing</b>	Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module
<b>Writing fluency, ease with writing</b>	Frequent short writing tasks as well as developed pieces
<b>Writing process (plan, draft, revise, edit)</b>	Instruction and scaffolding in each aspect of writing process

<b>Aspects of Speaking and Listening in EL Education's Curriculum</b>	
<b>Participation in discussion, building on others' ideas</b>	Collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives
<b>Presentation of ideas in a style appropriate to audience</b>	Presentation of students' work, both formally and informally, to an audience of their peers

<b>Aspects of Language in EL Education's Curriculum</b>	
<b>Standard grammar and usage</b>	Short and fully developed writing; Language Dives; embedded grammar and usage instruction within tasks
<b>Standard writing conventions, including spelling</b>	Short and fully developed writing; Language Dives
<b>Academic and domain-specific vocabulary</b>	Multiple reads of complex text; short and fully developed writing; Language Dives



# Grade 7 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Description	Students launch the year developing their ability to analyze narratives about the Lost Children of Sudan. Students conduct research and develop first their informative writing skills by comparing a fictional to a historical account. Then, students develop their narrative writing skills to create their own stories about a Lost Child of Sudan and the lessons revealed through their journeys.	Students read to develop background knowledge about epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students research and develop a podcast about an epidemic that concerns them or their community, sharing the dynamic podcast complete with sound effects and music with others beyond the classroom.	Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.	Students close the year by reading about and researching plastic pollution in informational film, text, articles, and online resources. Through these texts, students explore solutions for plastic pollution at different points in the life cycle of plastic. Students write an argument essay about which point in the plastic life cycle is most effective for solving plastic pollution. Then, students develop an action plan they can enact through research, advocacy, or personal commitment. They conclude the module and year by creating a documentary film clip that conveys their argument, action plan, and conclusions about plastic pollution that they can share with their community and even the world beyond.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold) <sup>1</sup>	<ul style="list-style-type: none"> <li>• <b><i>A Long Walk to Water</i></b>, Linda Sue Park (RL 720L; one per student)</li> <li>• “The Lost Boys of the Sudan,” <i>The State of the World’s Children 1996</i>. (RI; included in the module materials)</li> <li>• <i>God Grew Tired of Us</i>, Dir. Christopher Quinn (RI film; one per classroom)</li> <li>• <i>Nasreen’s Secret School: A True Story of Afghanistan</i>, Jeanette Winter (RI ebook AD630L; one per classroom)</li> <li>• <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>, Mary Williams (RL 610L; one per classroom)</li> <li>• “The ‘Lost Girls’ of Sudan,” Ishbel Matheson. <i>BBC News</i>. (RI; included in the module materials)</li> <li>• “One Day I Had to Run,” John Deng Langbany (RI; included in the module materials)</li> <li>• <i>A Long Walk to Water</i>, Brilliance Audio (RL audiobook; one per classroom)</li> <li>• “The Need,” <i>Water for South Sudan</i> (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Patient Zero</i></b>, Marilee Peters (RI 1010L; one per student)</li> <li>• “Kindness Contagion,” Jamil Zaki. <i>Scientific American</i>. (RI; included in the module materials)</li> <li>• “Social Contagion: Conflicting Ideas,” <i>The Economist Magazine</i> (RI; included in the module materials)</li> <li>• “Are Social Epidemics Real?” EL Education (RI 960L; included in the module materials)</li> <li>• “Disease Detective,” Marylou Tousignant. <i>National Geographic Extreme Explorer</i>. (RI; included in the module materials)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>One Last Word: Wisdom from the Harlem Renaissance</i></b>, Nikki Grimes (RL NP; one per student)</li> <li>• “Harlem Renaissance Packet,” EL Education (RI 940L–1070L; one per student)</li> <li>• <i>Shuffle Along</i>, Flournoy Miller and Aubrey Lyles (RL drama; one per student)</li> <li>• <i>Shuffle Along</i>, Eubie Blake (RL CD; one per classroom)</li> <li>• “National Hymn (Lift Every Voice and Sing),” James Johnson Weldon (RL poetry; one per student)</li> <li>• “I Shall Return,” Claude McKay (RL poetry; one per student)</li> <li>• “His Motto,” Lottie Burrell Dixon. <i>The Upward Path</i>. (RL 970L; one per student)</li> <li>• “The Boy and the Bayonet,” Paul Laurence Dunbar. <i>The Upward Path</i>. (RL 1110L; one per student)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Trash Vortex</i></b>, Danielle Smith-Llera (RI 1120L; one per student)</li> <li>• <i>A Plastic Ocean</i>, Craig Leeson (RI film; one per classroom)</li> <li>• “Five Weird Materials That Could Replace Plastic,” Jessica Hullinger. <i>The Week</i>. (RI 1010L; included in the module materials)</li> <li>• “Five Things You Can Do to End Plastic Pollution,” Anjali Acharya. <i>World Bank</i>. (RI 1240L; included in the module materials)</li> <li>• “Boyan Slat: The Great Pacific Garbage Patch Kid,” Pat Betteley. <i>Faces Magazine</i>. (RI 1070L; included in the module materials)</li> </ul>
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 <sup>2</sup> : 925L–1185L			
Performance Task	<p><b>Product:</b> Illustrated Ebook: Lost Boys and Girls of Sudan</p> <p><b>Format:</b> Illustrated ebook</p> <p><b>CCSS:</b> RI.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10, L.7.6</p>	<p><b>Product:</b> A Podcast of an Epidemic</p> <p><b>Format:</b> Podcast</p> <p><b>CCSS:</b> W.7.6, SL.7.4, SL.7.5, L.7.1</p>	<p><b>Product:</b> Harlem Renaissance Museum Collection</p> <p><b>Format:</b> Museum collection presentation</p> <p><b>CCSS:</b> RL.7.2, RL.7.4, RL.7.5, W.7.1, W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3</p>	<p><b>Product:</b> Plastic Pollution Documentary Clip</p> <p><b>Format:</b> Digital video clip</p> <p><b>CCSS:</b> W.7.1, W.7.3, W.7.6, SL.7.4, SL.7.5, SL.7.6, L.7.1</p>

<sup>1</sup> Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

<sup>2</sup> 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](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

## The Lost Children of Sudan

### Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p><b>Title:</b> Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.4, L.7.6</p>	<p><b>Title:</b> Analyze Structure: <i>Patient Zero</i>, Pages 41–44</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6</p>	<p><b>Title:</b> Compare and Contrast Versions of “Lift Every Voice and Sing”</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.1, RL.7.4, RL.7.7, RL.7.10, L.7.5a, L.7.6</p>	<p><b>Title:</b> Analyze Techniques and Argument in a Video</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RI.7.7, SL.7.2, SL.7.3</p>
End of Unit 1	<p><b>Title:</b> Part I: Analyze Development of Theme: <i>A Long Walk to Water</i>, Chapter 9</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.1, RL.7.2, RL.7.10</p> <p><b>Title:</b> Part II: Text-Based Discussion: Themes: <i>A Long Walk to Water</i></p> <p><b>Format:</b> Text-based discussion</p> <p><b>CCSS:</b> RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c</p>	<p><b>Title:</b> Analyze Individuals, Events, and Ideas: <i>Patient Zero</i>, Chapter 4</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6</p>	<p><b>Title:</b> Analyze Structure, Language, and Theme: “I Shall Return”</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, L.7.5c, L.7.6</p>	<p><b>Title:</b> Analyze Author’s Point of View and Purpose: <i>Trash Vortex</i></p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RI.7.1, RI.7.2, RI.7.6, RI.7.10, L.7.4a</p>
Mid-Unit 2	<p><b>Title:</b> Research to Answer a Question</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RI.7.1, RI.7.2, W.7.7, W.7.8, SL.7.2</p>	<p><b>Title:</b> Part I: Read and Analyze Argument: “Are Social Epidemics Real?”</p> <p><b>Format:</b> Note-catcher</p> <p><b>CCSS:</b> RI.7.1, RI.7.8, RI.7.10, L.7.6</p> <p><b>Title:</b> Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”</p> <p><b>Format:</b> Text-based discussion</p> <p><b>CCSS:</b> RI.7.1, SL.7.1, L.7.6</p>	<p><b>Title:</b> Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III</p> <p><b>Format:</b> Selected response</p> <p><b>CCSS:</b> RL.7.1, RL.7.3, RL.7.6, RL.7.10, L.7.4a</p>	<p><b>Title:</b> Analyze How Authors Present Evidence Differently</p> <p><b>Format:</b> Selected response</p> <p><b>CCSS:</b> RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10, L.7.4a, L.7.5b</p>

	Module 1	Module 2	Module 3	Module 4
End of Unit 2	<p><b>Title:</b> Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan”</p> <p><b>Format:</b> Informative essay</p> <p><b>CCSS:</b> RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, W.7.10</p>	<p><b>Title:</b> Part I: Write an Informative Essay: Social and Medical Epidemics</p> <p><b>Format:</b> Informative essay</p> <p><b>CCSS:</b> RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, L.7.6</p> <p><b>Title:</b> Part II: Tuning Protocol and Revision</p> <p><b>Format:</b> Revisions</p> <p><b>CCSS:</b> W.7.5</p>	<p><b>Title:</b> Part I: Write a Literary Argument Essay</p> <p><b>Format:</b> Literary argument essay</p> <p><b>CCSS:</b> W.7.1, W.7.6, W.7.9a, W.7.10</p> <p><b>Title:</b> Part II: Revise and Edit</p> <p><b>Format:</b> Revisions</p> <p><b>CCSS:</b> W.7.5, L.7.1a, L.7.1b</p>	<p><b>Title:</b> Part I: Write an Argument Essay</p> <p><b>Format:</b> Argument essay</p> <p><b>CCSS:</b> W.7.1, W.7.5, W.7.6, W.7.9b, W.7.10</p> <p><b>Title:</b> Part II: Revise an Argument Essay</p> <p><b>Format:</b> Revisions</p> <p><b>CCSS:</b> W.7.5, L.7.1c, L.7.2</p> <p><b>Title:</b> Part III: Modify Phrases and Coordinate Adjectives (optional)</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> L.7.1c, L.7.2</p>
Mid-Unit 3	<p><b>Title:</b> Compare Audio to Text: <i>A Long Walk to Water</i>, Chapter 1</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.1, RL.7.7</p>	<p><b>Title:</b> Research to Answer a Question</p> <p><b>Format:</b> Selected and constructed response; online research and note-taking</p> <p><b>CCSS:</b> RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, L.7.6</p>	<p><b>Title:</b> Analyze Structure, Language, and Theme: “The Sculptor”</p> <p><b>Format:</b> Selected and constructed response</p> <p><b>CCSS:</b> RL.7.2, RL.7.4, RL.7.5, L.7.4a</p>	<p><b>Title:</b> Revise and Edit Documentary Script</p> <p><b>Format:</b> Revisions</p> <p><b>CCSS:</b> W.7.5</p>
End of Unit 3	<p><b>Title:</b> Write a Narrative about a Lost Boy or Girl of Sudan</p> <p><b>Format:</b> Narrative children’s book</p> <p><b>CCSS:</b> W.7.3, W.7.4, W.7.6, W.7.10</p>	<p><b>Title:</b> Present Podcast Script</p> <p><b>Format:</b> Presentation</p> <p><b>CCSS:</b> SL.7.4, SL.7.6, L.7.3, L.7.6</p>	<p><b>Title:</b> Present Museum Exhibit</p> <p><b>Format:</b> Presentation</p> <p><b>CCSS:</b> SL.7.4, SL.7.5, SL.7.6</p>	<p><b>Title:</b> Documentary Pitch</p> <p><b>Format:</b> Presentation</p> <p><b>CCSS:</b> SL.7.4, SL.7.5, SL.7.6</p>

### Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- 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 (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

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- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, 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.
  - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 “parent” standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.
  - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓		✓	
<b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓		✓	
<b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓		✓	
<b>RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓		✓	
<b>RL.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning			✓	
<b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓		✓	
<b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	✓		✓	
<b>RL.7.9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓			
<b>RL.7.10:</b> 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.	✓		✓	

## Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓
<b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓		✓
<b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓		
<b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		✓		✓
<b>RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓		
<b>RI.7.6:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓
<b>RI.7.7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				✓
<b>RI.7.8:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		✓		
<b>RI.7.9:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				✓
<b>RI.7.10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓		✓

## Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.			✓	✓
<b>W.7.1a:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			✓	✓
<b>W.7.1b:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			✓	✓
<b>W.7.1c:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			✓	✓

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CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>W.7.1d:</b> Establish and maintain a formal style.			✓	✓
<b>W.7.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.			✓	✓
<b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓		
<b>W.7.2a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓		
<b>W.7.2b:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓		
<b>W.7.2c:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		
<b>W.7.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓		
<b>W.7.2e:</b> Establish and maintain a formal style.	✓	✓		
<b>W.7.2f:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		
<b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓			
<b>W.7.3a:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓			
<b>W.7.3b:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓			
<b>W.7.3c:</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓			
<b>W.7.3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			
<b>W.7.3e:</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓			
<b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	✓	✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)		✓	✓	✓
<b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	✓	✓	✓	✓
<b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓	✓		
<b>W.7.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓		
<b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓			
<b>W.7.9a:</b> Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	✓		✓	
<b>W.7.9b:</b> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	✓			✓
<b>W.7.10:</b> 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 discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

## Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓		
<b>SL.7.1a:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓		
<b>SL.7.1b:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓		
<b>SL.7.1c:</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓		



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CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>SL.7.1d:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.		✓		
<b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓			✓
<b>SL.7.3:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				✓
<b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		✓	✓	✓
<b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			✓	✓
<b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		✓	✓	✓

## Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>L.7.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓		
<b>L.7.1a:</b> Explain the function of phrases and clauses in general and their function in specific sentences.			✓	
<b>L.7.1b:</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			✓	
<b>L.7.1c:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*				✓
<b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓		✓
<b>L.7.2a:</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).				✓
<b>L.7.2b:</b> Spell correctly.				✓
<b>L.7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓		
<b>L.7.3a:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		✓		

## Grade 7: Curriculum Map

CCS Standard	Module 1	Module 2	Module 3	Module 4
<b>L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓		
<b>L.7.4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
<b>L.7.4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	✓	✓		
<b>L.7.4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓		
<b>L.7.4d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓		
<b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<b>L.7.5a:</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			✓	
<b>L.7.5b:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				✓
<b>L.7.5c:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).			✓	
<b>L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	