Council of the Great City Schools

parent ROADMAP

SUPPORTING YOUR CHILD IN GRADE SEVEN

ENGLISH LANGUAGE ARTS

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts, and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

What your child will be learning in grade seven English language arts and literacy

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles. Activities in these areas will include:

- Analyzing how the form or structure of a play or poem contributes to its meaning
- Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation
- Engaging in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Using clues such as word roots or add-ons to a word (such as the prefix *hyper–*, which means 'excessive' in the words *hyperactive* and *hypersensitive*) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text
- Writing for a range of purposes and audiences

For example, the phrase "a heart of gold" is a figure of speech.

Partnering with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child's work meeting grade-level expectations?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

In grade seven, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

Grade Six Reading	Grade Seven Reading	Grade Eight Reading
• Students determine the theme or central idea of a text and how it is conveyed through particular details. Students also provide a summary of the text without personal opinions or judgments. • Students explain how an author develops the point of view of the narrator or speaker in a text.	• Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. • Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• Students 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. Students also provide an objective summary of the text. • Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

READING FOR INFORMATION

Grade Six Reading	Grade Seven Reading	Grade Eight Reading
• Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students integrate information presented in different media or formats (such as visually, or through numbers) as well as in words to develop a coherent understanding of a topic or issue.	• Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words).	• Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.

As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

Writing tasks in grade seven may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Six Writing	Grade Seven Writing	Grade Eight Writing
• Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students use appropriate transitions to clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary.	• Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary to inform or explain the topic.	• Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. • Students organize ideas, concepts, and information into broader categories. • Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary to inform about or explain the topic.

Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

Helping your child learn outside of school

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Additional Resources

For more information on the Common Core State Standards for English language arts and literacy, go to http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts or http://www.commoncoreworks.org.