Parents’ Guide to Student Success in

*English Language Arts*

*Seventh Grade*

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Seventh Grade**   * Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. * 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. * 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. |

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| Keeping the Conversation Focused:  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 7, these include:   * Grammar Usage. * Citing Textual Evidence. * Determining the meaning of words and phrases (vocabulary). |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Read with your child daily.
* Ask questions about what your child is reading
* Ask your child to make a prediction and then ask them to find evidence to support the prediction.

Resource: <http://www.pta.org/parents/>

**Seventh Grade**

Nine Week Checkpoints for Parents and Students



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| <http://www.pta.org/parents/> <http://i-ready.com>  <http://www.revisionassistant.com> <https://my.hrw.com/> <http://www.readwritethink.org> <http://www.freereading.net/> | |
| **First Nine Weeks** | **Second Nine Weeks** |
| Students should know and be able to:   * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). * 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. * Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. * Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Students should know and be able to:   * 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. * 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. * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * 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). * Write arguments to support claims with clear reasons and relevant evidence. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:   * 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. * 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. * 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). * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Students should know and be able to:   * Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history. * Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history. * Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. * Write arguments to support claims with clear reasons and relevant evidence. |