

# A Parent's Guide To Seventh Grade English Language Arts

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**Seventh Grade English Language Arts (ELA)** develops strength in reading, writing, speaking, listening and viewing skills. Your child should increase his/her ability to analyze and synthesize information, increase his/her reading ability and become a more proficient writer.

### **Glossary Terms**

Words that have asterisks(\*) are defined in the Glossary section located in the back of this booklet.

*By the end of the seventh grade, your child should be able to do the following:*



## **READING**

### **Word Study**

- Decode and understand the meaning of words using word structure, sentence structure and prediction\*.
- Recognize unfamiliar words by using structural\*, syntactic\*, and semantic\* analysis (analogy\*, idiom\*, metaphor\* and simile\*).
- Automatically recognize familiar words.
- Comprehend the meaning of frequently used words.
- Use strategies to construct the meaning of unfamiliar words.
- Fluently read seventh grade materials.
- Increase reading fluency throughout the school year.
- Use strategies to determine meaning of words in cross content areas (mathematical expressions, scientific procedures).

### **Narrative Text (Fiction)**

- Identify how the tensions among characters, themes and issues in classic and newer literature are related to his/her own experiences.
- Analyze elements and style of narrative genres such as mystery\*, poetry\*, memoir\*, drama\*, myths\*.
- Analyze the role of protagonist\*, antagonist\*, internal\* and external conflicts\* and themes\*.
- Analyze how authors develop theme, antagonists\*, protagonists\*, use of over/understatement\*, and exaggeration\*.



### **Informational Text (Non-fiction)**

- Analyze style and elements of informational genre\* such as persuasive essay\*, research report, brochure, personal correspondence, autobiography\*, biography\*.
- Analyze organizational patterns such as sequence, compare and contrast, cause and effect.
- Explain how authors use writer's craft and text features\* to enhance understanding of key and supporting details such as metaphor\*, simile\*, caption\*, diagram\*, appendices\*.

### **Comprehension**

- Use his/her own knowledge and experiences of the world to understand new ideas connected to themes\* in reading texts.
- Read, retell and summarize seventh grade narrative\* and informational text\*.
- Create a deeper understanding within and across texts by stating global themes and universal truths.
- Apply knowledge of science and social studies informational readings.

### **Metacognition\***

- Use strategies to self-monitor comprehension.
- Engage in discussions (predicting\*, use of inference\*, re-reading) to increase comprehension.
- Plan, monitor and evaluate skills for his/her own reading comprehension by applying metacognitive skills. (Examples: SQP3R\* and organizational charts)
- Sort details and events to use on graphic organizers.

### **Critical Standards**

- Create and use lists of standards to measure the quality of his/her own work and the work of others.

### **Reading Attitude**

- Be excited about reading and increasing fluency.
- Choose to read grade-level appropriate books in leisure time.

## WRITING

### Writing Genres

- Write a cohesive narrative piece that includes correct conventions of the genre\* (examples: poetry\*, drama\*, memoir\*, mystery\*, myth).
- Be able to use literary devices in a narrative. (Examples: internal\* and external conflicts\*, antagonist\*, protagonist\*, personification\*).
- Write a research paper for an authentic audience that includes problem statement, solution, position statement and supporting evidence.
- Use descriptive language in a research paper.
- Formulate research questions using multiple resources, and arguments/counter-arguments to develop a thesis statement\*.

### Writing Process

- Set a purpose when writing narrative\* and informational text\*.
- Use different author's styles when writing narrative and informational text.
- Apply a variety of pre-writing strategies for narrative text (examples: story maps, graphic organizers that are designed to show internal\* and external conflicts\*).
- Apply a variety of pre-writing strategies for informational text\*.
- Edit writing to reflect different perspectives for many purposes.
- Select and use titles and endings to achieve a specific purpose for a specific audience.
- Revise writing to make sure the content, structure, and voice\* are similar.
- Use a proofreader's checklist to edit writing both individually and in peer-editing groups\*.



### **Personal Style**

- Develop a personal style to enhance writing.
  - In narrative text\* (fiction), through the use of strong verbs, metaphors\*, similes\* and detailed descriptions.
  - In informational text\* (non-fiction), through the use of accurate details, clear transitions between ideas and credible support.

### **Grammar and Usage**

- Use style conventions (example: MLA\*) in his/her writing.
- Use participial phrases\*, superlative adjectives\* and adverbs, parentheses\* and indefinite pronouns\* in creative writing.

### **Spelling**

- Correctly spell words used often in reading and writing.
- Correctly spell base words and affixes\* in the context of his/her own writing.

### **Handwriting**

- Be legible in composition writing.

### **Writing Attitude**

- Be excited about writing.

## SPEAKING

### **Conventions\***

- Use specific language related to a topic when speaking.
- Use dialect\* and colloquial\* language to create interest and drama\* when presenting.
- Present work in Standard English\* or a developing version of Standard English if s/he is in the process of learning English.

### **Discourse**

- Participate in book discussions with peers in order to construct meaning from information learned in the discussion.
- Discuss several text types in order to anticipate and answer questions, offer opinions and solutions and to personally identify with a universal theme.
- Discuss written narratives with a variety of literacy and plot devices.
- Clearly describe setting of story.
- Explain the sequence of events (order of how something takes place).
- Discuss major and minor characters.
- Understand the use of dialogue in the narrative.
- Plan and deliver informational presentations and reports in an organized manner that includes use of tempo\*, inflection\*, voice\*, enunciation\*, and eye contact.
- Give presentations by providing details and descriptions supportive of the focus of the presentation.
- Consider the interests of the audience.

## LISTENING AND VIEWING

### Conventions

- Distinguish fact from opinions.
- Question actual statements made by peers.
- Demonstrate correct audience behavior (silence, eye contact, attentiveness) during speeches and presentations.

### Response

- Identify, state and react to a speaker's point of view and bias\*.
- Respond thoughtfully to both classic and newer texts recognized for literary merit.
- Identify a speaker's attitude toward a subject.
- Ask questions of speakers, focusing on claims and conclusions they presented.
- Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased\* or not.
- Identify persuasive\* and propaganda\* techniques. Determine their effect on the viewing of images in television/movies.
- Determine if techniques used (propaganda, persuasive) achieved the message that they meant to deliver.

## GLOSSARY TERMS

**affix** – a letter or a group of letters attached to the beginning or end of a word that serves to produce a derivative word

**analogy** – a comparison of similar objects. An analogy suggests that since objects are alike in some ways, they will probably be alike in other ways. (Example: Pets are like plants. If you give them proper care and attention, they grow strong and healthy. If you neglect them, they become weak and sickly.)

**antagonist** – the person or force that works against the hero of the story

**appendices** – additional materials attached to the end of a piece of writing

**autobiography** – the story of a real person's life, written or told by that person

**bias** – an attitude that always favors one way of thinking over any other

**biography** – the story of a real person's life, written or told by another person

**caption** – heading of an article or document

**colloquialism** – a common word or phrase that is used when people talk to one another. They are usually not used in a formal speech. (Example: How's it goin'?)

**conflict** – a problem or struggle between two opposing forces in a story

**conventions** – the rules about how words and language work when speaking or writing

**diagram** – a drawing, sketch, plan or chart that makes something clearer or easier to understand

**dialect** – a way of speaking that is characteristic of a particular region or group of people

**drama** – a story written to be acted in front of an audience.

**enunciation** – the act of pronouncing clearly

**exaggeration** – an overstatement or a stretching of the truth to emphasize a point (Example: My shoes are killing me.)

## Glossary Terms, continued



**external conflict** – character struggle against an outside force

**genre** – a particular type of literary composition

**idiom** – words used in a special way that may be different from their literal meaning (Example: Rush-hour traffic moves at a *snail's pace*. This idiom means "very slowly.")

**indefinite pronoun** – a pronoun that does not specifically name the noun or pronoun it replaces (Examples: all, any, most, some, each)

**inference** – to arrive at a conclusion with the material you have read; an educated guess

**inflection** – a change in the pitch or tone of a person's voice

**informational text** – non-fictional text, such as autobiography, biography, personal essay, almanac or newsletter

**internal conflict** – character struggle within character's own mind. It is a struggle between opposing desires, needs or emotions.

**MLA (Modern Language Association)** – style of writing used for documentation

**memoir** – a story of a personal experience

**metacognition** – the process of thinking about one's own thinking

**metaphor** – a figure of speech that compares two things without using the words *like* or *as* (Example: The cup of hot tea was the best medicine for my cold.)

**mystery** – a work of fiction dealing with the solution of a mysterious crime

**myth** – a story that explains something about the world and typically involves gods or other superhuman beings

## Glossary Terms, continued



**narrative text** – fictional text, such as poetry, myths, legends, fantasy and adventure

**parentheses** – a set of brackets, ( ), used around words that are included in a sentence to add information or to help make an idea clearer

**participial phrase** – a phrase that uses the verb form ending in -ing or -ed. A participle is used as an adjective (Example: The idea of the earth shaking and splitting both fascinates and frightens me.)

**peer editing groups** – seventh grade students who edit each other's writing

**personification** – a figure of speech in which a non-human thing or quality is talked about as if it were human

**persuasive essay** – an essay that argues for or against something

**poetry** – a kind of rhythmic, compressed language that uses figures of speech and imagery designed to appeal to emotion and imagination

**prediction** – envisioning what is going to happen in the future

**propaganda** – information that is meant to mislead or persuade

**protagonist** – the main character in a story, often a good or heroic type

**semantic analysis** – reader studies the meaning of words

**simile** – a figure of speech that compares two things using the words *like* or *as* (Examples: The dog danced around like a clown at the circus. The ice was smooth as glass before the skaters entered the rink.)

**SQP3R** – (Survey, Question, Predict, Read, Recite, Review) reading strategy used to better understand a selection



## Glossary Terms, continued

**Standard English** – the form of English widely accepted as being clear and proper

**structural analysis** – reader studies the way writing is organized

**superlative** – the superlative form (*est*) compares three or more persons, places, things or ideas. It is regularly formed by adding *-est*. (Example: In fact, the Eurostar is the *fastest* train in Europe.)

**syllable** – one or more letters in a word that represent one sound

**syllabication** – the forming of syllables

**syntactic analysis** – reader examines the way words are put together in a sentence

**tempo** – rate at which something is read

**textual features** – parts of a book that help explain the content (maps, graphs, photos, guided reading questions)

**theme** – the central or main idea in a piece of writing

**thesis statement** – a statement that gives the main idea or focus of an essay

**understatement** – the opposite of exaggeration. By using very clear language, an author can bring special attention to an object or idea (Example: These hot red peppers may make your mouth tingle *a bit*.)

**voice** – a writer's distinctive, personal tone

# QUESTIONS