

Common Core State Standards

ENGLISH LANGUAGE ARTS

Grade

7

A resource to help you support your child's learning

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex 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
- 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
- Engaging in classroom discussions on topics and texts
- 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

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 |
|---|---|---|
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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.. |
| <ul style="list-style-type: none">• Students explain how an author develops the point of view of the narrator or speaker in a text. | <ul style="list-style-type: none">• Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | <ul style="list-style-type: none">• Students analyze how differences in the points of view of the characters create such effects as suspense or humor. |

Reading for Information

| Grade Six Reading | Grade Seven Reading | Grade Eight Reading |
|--|--|--|
| <ul style="list-style-type: none">• Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject | <ul style="list-style-type: none">• 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. |

Writing

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 |
|--|---|--|
| <ul style="list-style-type: none"> Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. | <ul style="list-style-type: none"> Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> Students provide a concluding statement or section that follows from the information or explanation presented. | <ul style="list-style-type: none"> Students provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none"> Students provide a concluding statement or section that follows from and supports the information or explanation presented. |
| <ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. | <ul style="list-style-type: none"> Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. | <ul style="list-style-type: none"> Students organize ideas, concepts, and information into broader categories. |
| <ul style="list-style-type: none"> Students use appropriate transitions to clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| <ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary. | <ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary to inform or explain the topic. | <ul style="list-style-type: none"> Students use precise language and subject-specific vocabulary to inform about or explain the topic. |

Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. Ask your child what topics, events, or activities he or she likes. Then look for materials about those topics.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation. 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 websites to read books or articles online. Libraries also have computers students can use.

Partnering with your child's teacher

Ask your child's 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?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.