

A SAMPLE OF WHAT YOUR CHILD WILL BE LEARNING

- Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play
- Analyzing works of fiction to see how events advance the plot and how setting shapes the characters
- Determining an author's point of view or purpose in a nonfiction work and analyzing how the author takes a position different from other authors
- Organizing and focusing his or her own writing, including supporting statements and conclusions with evidence and showing that the evidence is accurate and reliable
- Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection
- Avoiding plagiarism and following a standard format for citations (e.g., footnotes, bibliography)
- Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well-supported ideas in discussions
- Presenting claims and findings to others, emphasizing main points, making eye contact, speaking loudly enough, pronouncing words clearly, and using formal English when the situation calls for it
- Using common, grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of a word (e.g., *semi-*, *semian-*, *semicircle*)

TALK TO YOUR CHILD'S TEACHER

Keep conversations focused on concepts your child will be learning.

Ask to see a sample of your child's work and ask the teacher questions such as:

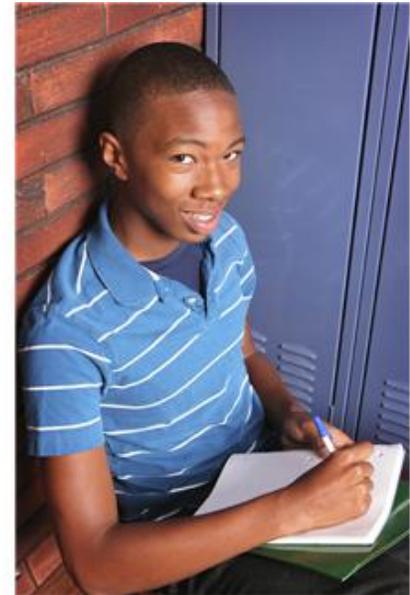
- Is this piece of work satisfactory?
- How could it be better?
- Is my child on track?
- How can I help my child excel in this area?
- If my child needs extra support or wants to learn more about a subject, are there resources to help his/her learning outside the classroom?

ACTIVITIES FOR HOME TO SUPPORT LEARNING

- Ask your child who his or her favorite authors are. Why does your child like these books? What ideas does the author write about? Who are his or her favorite characters? Why? To find recommendations of books for your child to read, visit: <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf>.
- Visit a local art museum together. Take time to closely observe the details of the paintings or other art objects and talk about what you see there.
- Have your child help plan a family outing, using the Internet or library to research a place he or she is interested in.

7th Grade

Parent Resource English Language Arts



COMMON CORE STATE STANDARDS



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Reading Literature

6th Grade Reading

- Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgements.
- Students explain how an author develops the point of view of the narrator or speaker in a text.

7th Grade Reading

- 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.

8th Grade Reading

- 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 differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

Reading for Information

6th Grade 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.

7th Grade Reading

- 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).

8th Grade Reading

- 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.

Writing

6th Grade 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.

7th Grade Writing

- 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 about or explain the topic.

8th Grade Writing

- 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.