

Archdiocese of New York Grade 7 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 7 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 7. Each standard has a specific code. For example, RL.7.1 stands for “Reading for Literature Grade 7 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are five main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade 7 Standard 1 (RL.7.1)	Students must be able to cite textual evidence to support their inferences and analysis of a text.	Ask your child... “What do you think the author means by this line...? What evidence from the text supports that idea?” “What specific examples, points, etc from the text support that idea?”	https://learnzillion.com/lessons/4694-comprehension-skill-video-the-railway-train-day-1 Read the text and watch the lesson video with your child to help him/her practice using textual evidence to make inferences.
	Reading for Literature Grade 7 Standard 2 (RL.7.2)	Students must be able to identify the theme or central idea and analyze its development throughout a text. They must also be able to summarize the text separate from personal opinions or judgments.	Ask your child... “What is theme of that story, fable, etc.? How did the author make that idea clear in the story?” “What was this story, play, etc about? Can you summarize it from beginning to end?”	https://learnzillion.com/lessons/1999-determine-the-theme-of-a-story-by-comparing-and-contrasting-character-actions Read the text with your child. Then watch the video lesson together to help him/her learn more about determining the theme of a text.

	<p>Reading for Literature Grade 7 Standard 3 (RL.7.3)</p>	<p>Students must be able to analyze how elements of a story interact (e.g. how the setting affects characters).</p>	<p>Ask your child...</p> <p>“How did the characters react to the main problem/ challenge in this story?”</p> <p>“How would this scene be different if it took place [during the day versus night, etc]?”</p> <p>“What are the main events from the plot that affect the characters?”</p>	<p>https://learnzillion.com/lessons/2059-analyze-the-impact-of-setting-on-mood-and-tone</p> <p>Read the text with your child. Then watch the video to help him/her learn how the setting can impact the mood and/or tone of a text.</p>
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	<p>Reading for Literature Grade 7 Standard 4 (RL.7.4)</p>	<p>Students must be able to figure out the meaning of unfamiliar words and phrases in a text, including figurative and connotative meanings - neutral, negative, or positive feelings/ ideas associated with a word. They should be able to analyze the effect of a rhyme and/or repetition on a specific section of a text.</p>	<p>Ask your child . . .</p> <p>“What do you think that word might mean based on the rest of the sentence/passage?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What if the author had chosen the word [<i>residence</i>] instead of [<i>home</i>]? What kinds of connotations does each of those words have? How might that change the tone of the sentence?”</p> <p>“What if the author had not repeated [this phrase] over and over? How would that change this passage?”</p>	<p>https://learnzillion.com/lessons/4695-comprehension-skill-video-the-railway-train-day-2</p> <p>Read the text and watch the video with your child to help him/her learn to interpret extended metaphors.</p> <p>https://learnzillion.com/lessons/4696-comprehension-skill-video-the-railway-train-day-3</p> <p>Read the poem with your child. Then watch the video to help him/her better understand how specific words impact the meaning of a text.</p>
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	<p>Reading for Literature Grade 7 Standard 5</p> <p>(RL.7.5)</p>	<p>Students must be able to analyze how the form or structure of a drama or poem contributes to its meaning.</p>	<p>Ask your child...</p> <p>“How is this text organized?”</p> <p>“How does this [stanza, line, etc] change the [tone, meaning, etc]?”</p>	<p>https://learnzillion.com/lessons/1897-analyze-how-irony-reveals-character-traits</p> <p>Print the note-taking sheet and read the text with your child. Then watch the video together to learn how form contributes to the meaning of a text.</p>
	<p>Reading for Literature Grade 7 Standard 6</p> <p>(RL.7.6)</p>	<p>Students must be able to analyze how an author develops and/or contrasts the points of view of different characters and/or narrators in a text.</p> <p>A. They should also be able to analyze texts by authors from a variety of cultural backgrounds.</p>	<p>Ask your child...</p> <p>“How might your reaction to this [scene, event, etc] be different if the narrator were speaking from a third-person point of view instead of first-person? Would it have the same impact?”</p> <p>“How does [this character’s] point of view of this event differ from [another character’s]?”</p> <p>“Did you read the author’s biography at the back of the book? What do you know about him/her? How do you think this impacted the events of the story?”</p>	<p>https://learnzillion.com/lessons/1956-analyze-narrator-s-point-of-view</p> <p>Read the text and watch the video lesson with your child to help him/her better understand how to examine a narrator’s point of view.</p>

	<p>Reading for Literature Grade 7 Standard 7 (RL.7.7)</p>	<p>Students must be able to compare and contrast a written text with its audio, film, staged, or multimedia version. They should be able to analyze the effects of the techniques unique to each format (e.g. lighting, sound, color, and/or camera focus and angles).</p>	<p>When your child reads books that he/she enjoys, visit your local library to try to find audio, movie, etc versions of the story. Ask your child...</p> <p>“What was similar about this scene in the book and the movie? And different?”</p> <p>“How did the [lighting, sound, effects, etc] of the staged version affect your understanding of the story?”</p> <p>“Was [this character] portrayed in the movie as you had pictured him/her while reading the book? What was different? What examples in the book made you think that way?”</p>	<p>http://www.englishworksheetsland.com/grade7/readingliterature/7/5textaudio.pdf</p> <p>http://www.englishworksheetsland.com/best/grade7/readingliterature/7/7comparing.pdf</p> <p>Print the worksheets. Then try these activities with your child to help him/her practice comparing and contrasting different portrayals of the same story.</p>
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	<p>Reading for Literature Grade 7 Standard 9 (RL.7.9)</p>	<p>Students must be able to compare and contrast a fictional portrayal of an event, time, place, or character with a historical account of the same period to understand how authors of fiction use and/or alter history in their writing.</p>	<p>When your child demonstrates interest in a particular topic, visit your local library or bookstore to search for nonfiction texts focused on that interest (e.g. a non-fiction book and a fantasy story about knights). Ask your child...</p> <p>“What was the main idea/ theme of [this text]? And the other one? How are they similar?”</p> <p>“What true elements explained in the nonfiction text did you recognize in the fictional story?”</p> <p>“How did the authors convey their messages in each text?”</p>	<p>http:// education.nationalgeographic.com/ topics/graphic-organizer/</p> <p>Print the graphic organizer for your child to use to record notes and help him/her compare and contrast two portrayals of an event, time, place, or character.</p>
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	<p>Reading for Literature Grade 7 Standard 10 (RL.7.10)</p>	<p>By the end of the year, students should be able to read and understand grade-level literature - including stories, dramas, and poetry - when working independently.</p>	<p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 7th grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Encourage your child to read independently frequently. Talk to him/her about what he/she is reading.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p>	<p>https://learnzillion.com/lessons/691-identifying-genre-by-previewing-a-text</p> <p>Read the texts with your child. Then watch the video to help him/her practice previewing a text to determine its genre.</p>
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	<p>Reading for Literature Grade 7 Standard 11 (RL.7.11)</p>	<p>Students must be able to identify, interpret, and draw ethnic and artistic connections between the different types of literature they read and other texts, ideas, cultural perspectives, personal events, eras, and situations.</p> <p>A. Students should be able to choose texts for themselves to read based on personal preferences.</p> <p>B. Students must be able to use given criteria to classify, select, and evaluate texts to make informed judgments about the quality of a piece.</p>	<p>Ask your child . . .</p> <p>“Can you connect this book to anything else you’ve read, learned about in another class, experienced in your own life, etc? What is the connection between those two things?”</p> <p>“Does . . . remind you of anything in your own life? How? Why?”</p> <p>Take your child to visit the local library and allow him/her to choose books for him-/herself. Check that he/she is choosing texts at an appropriate reading level.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-teen-choose-book-30111.html</p> <p>Use these tips to help your child choose appropriate books to read.</p>
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READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Informational Text Grade 7 Standard 1 (RI.7.1)	Students must be able to cite textual evidence to support their inferences and analysis of a text.	Ask your child... “Can you tell me why you think...?” “What examples, points, etc from the text support that idea?” “What do you think the author means by...?” “The text says, ‘...’ What do you think...?”	https://learnzillion.com/lessons/4787-comprehension-skill-video-denver-s-street-smart-prairie-dogs-day-4 Read the text with your child. Then watch the video together to guide him/her to develop a better understanding of how to cite strong textual evidence.

	<p>Reading for Informational Text Grade 7 Standard 2 (RI.7.2)</p>	<p>Students must be able to identify at least two central ideas and analyze their development throughout a text. They must also be able to summarize the text separate from personal opinions or judgments.</p>	<p>Ask your child...</p> <p>“What is this article mainly about? Can you identify two or more main ideas?”</p> <p>“What are some details from the article that support the idea that...?”</p> <p>“In a few sentences, can you give me a summary of the key points of this text?”</p>	<p>https://learnzillion.com/lessons/1959-determine-the-central-idea-of-a-nonfiction-article</p> <p>Read the article and watch the video lesson with your child to encourage him/her to practice identifying the central idea of a nonfiction text.</p>
	<p>Reading for Informational Text Grade 7 Standard 3 (RI.7.3)</p>	<p>Students must be able to analyze the interactions between individuals, events, and ideas in a text (e.g. how they influence each other).</p>	<p>Ask your child...</p> <p>“How did [this individual] respond to [this challenge, event, etc]?”</p> <p>“How do you think [this event] was affected by the [people]? What examples from the text support that idea?”</p>	<p>https://learnzillion.com/lessons/4882-comprehension-skill-video-crawling-around-with-baltimore-street-rats-day-1</p> <p>Read the text with your child. Then watch the video lesson together to help your child learn how to analyze interactions between individuals, events, and ideas.</p>

<p>Reading for Informational Text Grade 7 Standard 4 (RI.7.4)</p>	<p>Students must be able to figure out the meanings of unfamiliar words and phrases in a text - including figurative, connotative, and technical meanings - and to analyze the impact of specific word choices on the meaning and tone of a passage.</p>	<p>Ask your child...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What if the author had left out [this word or phrase]? How would that change the tone of this section?”</p>	<p>https://learnzillion.com/lessons/4777-comprehension-skills-video-afterbeing-convicted-of-voting-day-4</p> <p>Read the speech with your child. Then watch the video to help him/her learn to examine specific word choices and their impact on a text.</p>
<p>Reading for Informational Text Grade 7 Standard 5 (RI.7.5)</p>	<p>Students must be able to analyze the structure an author uses to organize a text. They should be able to explain how major sections contribute to the development of the whole text.</p>	<p>Ask your child...</p> <p>“How is this text organized?”</p> <p>“What do you think the author wants the readers to understand?”</p> <p>“Why is this paragraph important? How does it impact the rest of the text?”</p>	<p>https://learnzillion.com/lessons/3853-describe-a-character-by-summarizing-details</p> <p>Print the note-taking sheet and read the article with your child. Then watch the video to prompt him/her to practice using details from specific sections of a text to describe a character.</p>

	<p>Reading for Informational Text Grade 7 Standard 6 (RI.7.6)</p>	<p>Students must be able to determine an author's point of view and/or purpose for writing a text. They should be able to analyze how the author distinguishes his/her position from that of other authors.</p>	<p>Ask your child...</p> <p>“What is the author’s point of view of...? What are some examples from the text that show that?”</p> <p>“If the author’s purpose changed from [<i>informing</i>] to [<i>trying to persuade</i>], how would this passage be different?”</p> <p>“Does this author agree or disagree with other authors about...? How do you know?”</p>	<p>https://learnzillion.com/lessons/4774-comprehension-skills-video-afterbeing-convicted-of-voting-day-1</p> <p>Read the text and watch the video with your child to help him/her develop a better understanding of how an author distinguishes his/her position from that of others.</p>
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	<p>Reading for Informational Text Grade 7 Standard 7 (RI.7.7)</p>	<p>Students must be able to compare and contrast a written text to an audio, video, or multimedia version. They should be able to analyze how the subject is presented in each format (e.g. how the delivery of a speech affects the impact of the words).</p>	<p>When your child reads informational texts that he/she enjoys, visit your local library or search the internet to help your child find videos, podcasts, etc about the topics in which he/she is interested. Ask your child...</p> <p>“What was similar about the portrayal of this event in the text and the movie? And different?”</p> <p>“How did the [lighting, sound, effects, etc] of the film version affect your understanding of the information?”</p>	<p>http://education.nationalgeographic.com/topics/graphic-organizer/</p> <p>Print the graphic organizer for your child to use to record notes and help him/her compare and contrast a written text to an audio, video, or multimedia version.</p>
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	<p>Reading for Informational Text Grade 7 Standard 8 (RI.7.8)</p>	<p>Students must be able to trace and evaluate the arguments and claims in a text. They should be able to assess whether the reasoning is sound and whether there is enough evidence to support the author's claims.</p>	<p>Ask your child...</p> <p>“Why does the author argue/ think...?”</p> <p>“What reasons does the author give to support his/her thinking about...? Does his/her argument make sense?”</p> <p>“Which arguments that the author presents are most convincing? Why? Are there any weak claims that you do not think the author gives enough evidence to argue?”</p>	<p>https://learnzillion.com/lessons/4886-comprehension-skill-video-crawling-around-with-baltimore-street-rats-day-5</p> <p>Read the text with your child. Then watch the video to help him/her practice tracing the development of an author's claim.</p>
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	<p>Reading for Informational Text Grade 7 Standard 9</p> <p>(RI.7.9)</p>	<p>Students must be able to analyze the differences between two or more authors' presentations of the same topic.</p> <p>A. They should also be able to use their own experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Ask your child...</p> <p>“What is similar about these texts and the points they raise? What is different?”</p> <p>“Do you think these two authors would agree on...? Why?”</p> <p>Assist your child in taking notes on a single topic from multiple texts to help him/her think analytically. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> <p>“How can you categorize/ group the different facts, details, and pieces of evidence you are gathering from these texts?”</p>	<p>http://www.englishworksheetsland.com/grade7/readinginfo/8/1dinner.pdf</p> <p>Print this activity. Then have your child complete it to practice analyzing two authors' presentations of the same topic.</p> <p>http://www.englishworksheetsland.com/grade7/readinginfo/8/4understanding.pdf</p> <p>Print this graphic organizer for your child to use to examine other articles.</p>
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	<p>Reading for Informational Text Grade 7 Standard 10 (RI.7.10)</p>	<p>By the end of the year, students should be able to read and understand nonfiction texts at grade-level and above (with help as necessary).</p>	<p>Spend time reading nonfiction textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> <p>Encourage your child to read independently frequently. Ask your child about what he/she is reading.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p>	<p>http://www.englishworksheetsland.com/grade7/readinginfo/9/4asl.pdf</p> <p>http://www.englishworksheetsland.com/best/grade7/readinginfo/9/14michelle.pdf</p> <p>Print this passages and accompanying questions for your child to use to practice reading and checking for understanding of informational texts.</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 7 Standard 1 (W.7.1)</p>	<p>Students must be able to express and back up their own claims with clear reasons and relevant evidence in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the claim(s), acknowledge alternate claims, and organize reasons and evidence logically. B. Provide logical reasons expanded by relevant evidence to support their claims, using credible sources and showing an understanding of the text or topic. C. Use words, phrases, and clauses to create cohesion and clearly connect claim(s), reasons, and evidence. D. Establish and maintain a formal style. E. End with a conclusion that follows from and supports the argument presented. 	<p>Encourage your child to write argumentative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify and organize logically his/her claim(s), reasons, and evidence. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/2065-introduce-a-claim-by-hooking-the-reader Read the article. Then watch this video with your child to help him/her construct a strong introduction to an argument. https://learnzillion.com/lessons/2146-acknowledge-opposing-claims-in-argumentative-writing Watch this video to help your child learn how to acknowledge alternative claims in his/her writing. B. https://learnzillion.com/lessons/2089-write-a-first-draft-using-an-outline Read the article. Watch these videos with your child to review with him/her how to use an outline to prepare to write a logical draft with relevant reasons and evidence.
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<p>Writing Grade 7 Standard 2 (W.7.2)</p>	<p>Students must be able to write informative/explanatory pieces to examine a topic and clearly communicate ideas, concepts, and information. They must be able to:</p>	<ul style="list-style-type: none"> A. Use strategies such as definition, classification, compare/contrast, and cause/effect; tools such as headings and graphs; and multimedia to introduce the topic clearly, preview what is to follow, and organize the information. B. Develop the topic by including relevant facts, definitions, examples, and quotations as necessary. C. Use appropriate transition words and phrases to create cohesion and make the relationships among ideas and concepts clear. D. Use precise language and vocabulary specific to the topic. E. Establish and maintain a formal style. F. End with a conclusion that follows from and supports the information or explanation presented. 	<p>Encourage your child to write informative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/2054-draft-an-introductory-paragraph Read the short story. Then watch this video with your child to help him/her practice writing a strong introduction. B. https://learnzillion.com/lessons/2071-draft-body-paragraphs Read the text with your child. Then watch this video with your child to learn how to write body paragraphs that support the claims made in the introduction. https://learnzillion.com/lessons/2072-revise-a-draft-to-add-in-textual-evidence Use this video lesson to help your child learn how to use textual evidence in his/her writing. C. https://learnzillion.com/lessons/2048-revise-by-adding-transition-words
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<p>Writing Grade 7 Standard 3 (W.7.3)</p>	<p>Students must be able to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and a logical sequence of events. They must be able to:</p> <ul style="list-style-type: none"> A. Engage readers by introducing the narrative, narrator and/or characters, point of view, and context and organizing a natural sequence of events. B. Include dialogue, detailed descriptions, and pacing to show and describe the feelings, thoughts, and actions of the characters and to develop the events. C. Use a variety of transitional words, phrases, and clauses to move along the sequence of events in time or setting. D. Use specific and vivid words and phrases and sensory details to capture the action and describe experiences and events precisely. E. End with a conclusion that follows from and reflects on the narrative presented. 	<p>Encourage your child to write narrative pieces about books he/she reads or other events he/she experiences. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these elements, help him/her edit his/her writing to include all of the necessary components.</p>	<p>http://www.readwritethink.org/classroom-resources/student-interactives/circle-plot-diagram-30026.html?tab=4#tabs</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html?tab=3#tabs</p> <p>Help your child use these interactive tools to plan the plot of his/her narrative writing and organize a logical sequence of events.</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/hero-journey-30069.html</p> <p>Guide your child in using this interactive tool to explore the elements of the hero narrative and plan one of his/her own.</p> <p>http://content.scholastic.com/content/collateral_resources/pdf/00/BTS00_004.pdf</p> <p>Print this list of vivid vocabulary words for your child to use a reference when he/she is writing a</p>
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	<p>Writing Grade 7 Standard 4 (W.7.4)</p>	<p>Students must be able to write focused pieces in which the development, organizations, and style are appropriate to the purpose and audience as described above in standards 1-3 (e.g. opinion piece, informative text).</p> <p>A. They should also be able to create text (print or nonprint) that explores different cultures and perspectives.</p>	<p>Encourage your child to write different pieces about books he/she reads, ideas, or other events he/she experience and/or prompt him/her to produce text about other cultures and perspectives. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing - to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type - explained above in standards 1-3 - to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of the necessary components.</p>	<p>https://learnzillion.com/lessons/4520-revise-for-sentence-fluency</p> <p>Read the text with your child. Then watch the video lesson with him/her to help him/her learn how to better revise his/her writing.</p>
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<p>Writing Grade 7 Standard 5 (W.7.5)</p>	<p>With some prompting and guidance from an adult and/or peers, students must be able to develop and strengthen their writing by planning, revising, editing, rewriting, and/or trying a new approach. They should focus on how well they have addressed the purpose and audience of the specific writing assignment.</p>	<p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you mean by...?”</p> <p>“What do you want your readers to know, think, etc after reading this?”</p> <p>Encourage your child to reread his/her written pieces to check carefully for mistakes in grammar, spelling, and/or punctuation and places where he/she can change words or sentences to strengthen the writing.</p>	<p>https://learnzillion.com/lessons/2077-generate-reasons-and-evidence-to-prepare-for-writing</p> <p>https://learnzillion.com/lessons/2147-revise-writing-for-clarity-and-purpose</p> <p>Read the article with your child. Then watch the videos to learn how to plan and revise a focused written piece by preparing and outlining the relevant reasons and evidence.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html</p> <p>Use these tips to help your child better understand how to edit and revise a piece of writing.</p>
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	<p>Writing Grade 7 Standard 6 (W.7.6)</p>	<p>Students must be able to use technology - including the internet - to write and create their own texts electronically, link to and cite sources, and interact/collaborate with others.</p>	<p>Help your child use a computer, iPad, etc to write and publish stories and texts digitally.</p> <p>Encourage your child to cite his/her sources and link to them. Ask him/her...</p> <p>“Where did you find this information?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/diamante-poems-a-30185.html</p> <p>Help your child use these interactive tools to write stories and poems digitally.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/safe-online-30119.html</p> <p>Use these tips and resources to help your child safely connect and interact with others on the internet.</p>
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	<p>Writing Grade 7 Standard 7 (W.7.7)</p>	<p>Students must be able to complete short research projects to answer a question by gathering information from several sources and generating additional related, focused questions for further research if necessary.</p>	<p>Visit the local library or use a computer at home to assist your child in research about a topic in which he/she is interested. Help him/her to formulate a research question about the topic around which to focus his/her research. Encourage your child to write about what he/she learned.</p> <p>Ask your child...</p> <p>“What do you what to know about...?”</p> <p>“Now that you have researched..., what are you curious about?”</p>	<p>http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html</p> <p>Guide your child in using this interactive tool to plan his/her research, record his/her learning, and generate new questions.</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html</p> <p>Help your child use this online tool to create an outline of notes for the information he/she gathers from his/her research.</p>
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	<p>Writing Grade 7 Standard 8 (W.7.8)</p>	<p>Students must be able to gather information from multiple print and digital sources. They should be able to effectively use search terms, determine whether a source is credible and accurate, paraphrase and/or quote the information without plagiarizing, and use a standard format for citing sources.</p>	<p>When your child demonstrates curiosity about a topic, help him/her find books and online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned and list bibliographic information for all of the sources used. Ask your child...</p> <p>“What terms could you search to find the most relevant information?”</p> <p>“Does this source seem credible to you? Why?”</p> <p>“In your own words, can you explain what this source said about...?”</p>	<p>http://www.readwritethink.org/classroom-resources/student-interactives/hints-about-print-30025.html</p> <p>Help your child use this interactive tool to determine the credibility of a source.</p>
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<p>Writing Grade 7 Standard 9 (W.7.9)</p>	<p>Students must be able draw evidence from grade level literary or informational texts to support their thoughts and research. Specifically, they should be able to...</p> <p>A. (Literary Texts) explicitly cite textual evidence; determine the theme of a text; provide an objective summary; analyze the impact of rhyme, repetition, form, structure, and point of view; and/or compare and contrast different presentations of the same story and fictional and factual portrayals of events.</p> <p>B. (Informational Texts) explicitly cite textual evidence; identify the central ideas of a text; provide an objective summary, analyze the impact of structure, specific words, point of view, and purpose; compare and contrast different presentations of a subject in different formats or by different authors; trace and evaluate argument and claims in a text; and/or assess whether an author’s reasoning is sound.</p> <p><i>(Refer to Grade 7 Reading</i></p>	<p>As you assist your child in conducting researching and preparing to write, ask him/her...</p> <p>“What is the theme of that story, poem, etc.?”</p> <p>“What evidence from the text shows how the author makes that lesson clear in the story?”</p> <p>“What is similar about these two presentations of the story and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p>	<p>A. http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html</p> <p>Guide your child in using this interactive tool to identify and map out the elements of a literary text in preparation for writing.</p> <p>B. https://learnzillion.com/lessons/2064-find-evidence-in-an-article-to-support-persuasive-writing</p> <p>Read the text and watch the video with your child to help him/her learn how to find textual evidence that is relevant to the purpose and audience for a writing task.</p>
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	<p>Writing Grade 7 Standard 10 (W.7.10)</p>	<p>Students must be able to regularly write for both extended (research, reflection, and revision) and shorter periods of time for a variety of purposes and audiences.</p>	<p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write letters/notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/she learned.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/trip-museum-from-picture-30302.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/raining-cats-dogs-make-30619.html?main-tab=2#tabs</p> <p>Help your child engage in these creative writing projects to practice writing regularly.</p>
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	<p>Writing Grade 7 Standard 11 (W.7.11)</p>	<p>Students must be able to creatively communicate their responses to and identify connections in a literary work through a poem, story, play, artwork, etc. They should be able to...</p> <ul style="list-style-type: none"> A. Explicitly make personal, textual, thematic, and cultural connections across text genres. B. Create poetry, stories, plays, and other literary form (e.g. videos, artwork). 	<p>Talk with your child about what he/she is studying in school. Then help him/her gather pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p> <p>Ask your child...</p> <p>“How does this text connect to [your life, this culture you learned about, etc]?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/make-mystery-puzzle-30146.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/comics-graphic-novels-30296.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/poetic-memories-summer-30862.html?main-tab=2#tabs</p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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<p>Speaking and Listening Grade 7 Standard 1 (SL.7.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics, issues, and texts. Specifically, they should be able to...</p>	<p>A. be ready to discuss and share thoughts and/or questions about assigned materials with specific references to required reading and other information (e.g. conduct research on an assigned topic and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and evidence from the text).</p> <p>B. follow appropriate norms for academic discussions, track progress towards specific goals and deadlines, and define roles as needed - participant, leader, observer, etc.</p> <p>C. ask and respond to specific questions and share relevant observations to elaborate on others' remarks and/or remain on topic during a group discussion.</p> <p>D. acknowledge new ideas</p>	<p>A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts and anything else he/she knows about that topic during your conversations (e.g. <i>"On page 14, he says..."</i>; <i>"I saw a TV episode about this that said..."</i>).</p> <p>B. Engage in a variety of conversations - one-on-one in the car, whole group over the dinner table, etc - with your child. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same.</p> <p>C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... <i>"Can you explain what you mean by that?"</i></p> <p>Build off your child's remarks with specific comments to continue the conversation</p>	<p>A. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/motivating-teen-readers-30110.html</p> <p>Use these tips to encourage your child to engage in thoughtful conversations - through a book club, etc - about what he/she reads.</p> <p>B. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/helping-teen-plan-conduct-30113.html</p> <p>Use these tips and strategies to help prepare your child for an academic conversation.</p> <p>C. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/explore-summars-past-present-30151.html</p> <p>Try this activity with your child to prompt him/her to engage in detailed discussions with others.</p> <p>D. http://fileserv.net-</p>
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<p>Speaking and Listening Grade 7 Standard 2 (SL.7.2)</p>	<p>Students must be able to analyze the main ideas and supporting details presented in multiple formats - including visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio) - and explain how the ideas clarify a particular topic, text, or issue.</p> <p>A. They must also be able to engage in problem solving - use personal experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What is the lesson/main idea that you learned from that [show, poster, etc]?”</p> <p>“How did the [writers, speaker, artist, etc] make that lesson clear?”</p> <p>“Can you summarize what you learned/heard?”</p> <p>Encourage your child to engage in problem solving. As appropriate, talk through basic problems with your child without simply giving him/her a solution. Allow your child to draw conclusions, try to persuade you, and think creatively (e.g. He/she wants to watch a TV show that comes on past his/her bedtime. Engage in a conversation about how to solve that problem, advocate for each of your points, and form a compromise.)</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/want-what-exploring-30669.html</p> <p>Engage in these activities with your child to help them practice reflecting on information presented in various formats and thinking critically.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</p> <p>Use this list of strategies to encourage higher order thinking and prompt your child to think of creative solutions to problems.</p>
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	<p>Speaking and Listening Grade 7 Standard 3 (SL.7.3)</p>	<p>Students must be able to describe a speaker's argument and claims and to evaluate the soundness of the reasoning and relevance and sufficiency of the evidence.</p>	<p>After listening to the radio, hearing a speech/sermon, etc with your child, ask him/her...</p> <p>“What was the main idea/ theme? How did the speaker support his/her claim?”</p> <p>“What reasons and evidence did the speaker provide to support that idea? Was there enough relevant evidence?”</p> <p>“Which arguments that the author presents are most convincing? Why?”</p>	<p>http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html</p> <p>Guide your child in using this interactive tool to map out a speaker's argument, claims, and evidence to evaluate the soundness of the reasoning.</p>
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	<p>Speaking and Listening Grade 7 Standard 4 (SL.7.4)</p>	<p>Students must be able to present claims and findings coherently by using relevant facts, details, descriptions, and examples to explain main ideas. They must also speak loudly with clear pronunciation and appropriate eye contact.</p>	<p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details, speak up, maintain eye contact, and/or alter the pace as necessary. Ask your child...</p> <p>“Will you please tell me a bit more about that?”</p> <p>“What evidence supports that idea...? How?”</p> <p>“Why do you think...?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details where necessary.</p>	<p>http://www.teachingthecore.com/pvlegs-public-speaking-acronym/</p> <p>Use the tips, strategies, and acronyms described in this article to help your child practice his/her speaking skills. Try implementing the simple strategies at home so that they become familiar to your child.</p>
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	<p>Speaking and Listening Grade 7 Standard 5 (SL.7.5)</p>	<p>Students must be able to clarify information and emphasize important points in a presentation with multimedia components and/or visual displays (e.g. graphics, images, music, sound).</p>	<p>Use digital media tools (iPad, computer, etc) to record your child presenting a report. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can add visual displays to the subject he/she is writing or talking about. Ask your child...</p> <p>“Will you please draw a diagram to show me how that works?”</p> <p>“What additional components could you include to make your presentation more interesting, clear, etc?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html?main-tab=2#tabs</p> <p>Use these tips and instructions to help your child prepare a clear and logical presentation and then record the information to make an informational video.</p>
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	<p>Speaking and Listening Grade 7 Standard 6 (SL.7.6)</p>	<p>Students must be able to adapt their speaking to fit a variety of situations and tasks and use formal English proficiently when necessary and appropriate (See grade 7 Language standards 1 and 3 for specific expectations).</p>	<p>Help your child find opportunities to engage in a variety of speaking situations - speaking formally to his/her principal, priest, etc and talking more informally with small groups of friends, siblings, etc - to allow him/her to practice distinguishing and alternating between contexts.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/record-podcasts-30118.html</p> <p>Use this resource to help your child plan and organize his/her thoughts and then record a podcast. Listen to the recording with your child and talk about his/her speech and whether it is appropriate to the task and target audience.</p>
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LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Language Skills Grade 7 Standard 1 (L.7.1)</p>	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. explain the function of phrases and clauses (both in general and in specific sentences). B. choose among various types of sentences - simple, compound, complex, and compound-complex - to show different relationships among ideas. C. appropriately place phrases and clauses within a sentence. 	<p>Speak with your child in more sentences of varied structures - simple, compound, complex, and compound-complex - to model this behavior.</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy. Help guide your child to recognize errors on his/her own (e.g. <i>"I am going to read this sentence aloud. Listen carefully and tell me if you hear a phrase or clause you think should be changed."</i>).</p>	<ul style="list-style-type: none"> A. (Appositives) https://learnzillion.com/lessons/5002-use-appositives-to-clarify-meaning-and-add-interest-to-a-sentence (Absolute Phrases) https://learnzillion.com/lessons/5001-use-absolute-phrases-to-add-variety-and-interest (Prepositional Phrases) https://learnzillion.com/lessons/5000-use-prepositional-phrases-to-convey-specific-meaning (Adjectival Phrases) https://learnzillion.com/lessons/4878-identify-and-understand-how-to-use-adjectival-phrases (Adverbial Phrases) https://learnzillion.com/lessons/4879-identify-and-understand-how-to-use-adverbial-phrases <p>Print the practice sheets. Then watch the different</p>
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<p>Language Skills Grade 7 Standard 2 (L.7.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <p>A. use commas to separate coordinate adjectives. B. spell correctly.</p>	<p>As necessary, offer your child immediate feedback on his/her usage of capitalization, punctuation, and spelling in his/her writing. Explain mistakes and offer concrete praise for accuracy (e.g. <i>“Take a careful look at this sentence. Read it out loud. Do you notice anywhere you need a comma?”</i>).</p> <p>When your child needs help spelling a word, do not simply tell him/her. Encourage him/her to try to spell it phonetically and then check a reference material to confirm.</p>	<p>A. https://learnzillion.com/lessons/5097-punctuate-coordinate-adjectives</p> <p>Print the student practice sheet and watch the video with your child to help him/her learn how to use commas to separate coordinate adjectives.</p> <p>B. http://content.scholastic.com/content/collateral_resources/pdf/36/0439504236_e009.pdf</p> <p>Print this list of basic spelling rules for your child to use as a guide.</p>
<p>Language Skills Grade 7 Standard 3 (L.7.3)</p>	<p>Students must be able to use knowledge of language and its conventions when writing, speaking, reading, or listening. They should be able to...</p> <p>A. choose language that expresses ideas in a precise and concise way. They should be able to recognize and eliminate wordiness and redundancy.</p>	<p>Read through your child’s writing with him/her. Prompt him/her to choose more specific and precise language.</p> <p>Encourage your child to practice writing in many different contexts (e.g. a postcard from vacation, letters to faraway relatives, short reminder notes on Post-its). Prompt him/her to communicate his/her message as concisely and precisely as possible.</p>	<p>https://learnzillion.com/lessons/2161-revise-an-argumentative-essay-for-redundancy-and-wordiness</p> <p>Use this text and video lesson to teach your child how to write and speak using precise language and avoiding redundancy.</p>

	<p>Language Skills Grade 7 Standard 4 (L.7.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from seventh grade level content. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use the context of a passage or sentence to figure out the meaning of an unfamiliar word or phrase. B. figure out the meaning of a word based on the use of common, grade-appropriate affixes and roots (e.g. <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). C. use available resources (e.g. dictionaries, glossaries, thesauruses - both print and online) to determine the pronunciation, part of speech, and/or precise meaning of unfamiliar words and/or phrases. D. make a preliminary guess about a word's meaning and confirm it by checking a reference material. 	<p>When your child needs help determining the meaning, part of speech, and/or pronunciation of an unfamiliar word, do not simply tell him/her. Ask him/her...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the paragraph?”</p> <p>“What other words do you know that have the same affix?”</p> <p>If necessary provide him/her with a children's dictionary and/or other resources to clarify or confirm the precise definition and/or pronunciation.</p>	<ul style="list-style-type: none"> A. http://www.k12reader.com/worksheet/look-around-meaning-in-context/ Print this activity sheet for your child to use to practice using context to figure out the meaning of a word or phrase. B. http://www.readwritethink.org/classroom-resources/student-interactives/flip-chip-30031.html Help your child engage in this interactive activity to explore common affixes and root words. C. / D. http://www.merriam-webster.com/ Help your child use this reference site to find the definitions, synonyms, parts of speech, and pronunciation of new words he/she encounters.
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	<p>Language Skills Grade 7 Standard 5 (L.7.5)</p>	<p>Students must be able to recognize and understand figurative language, relationships between words and meanings, and nuances in meanings. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. interpret figures of speech - including literary, biblical, and mythological allusions - in context. B. use the relationships between words (e.g. synonym/antonym, analogy) to better understand each word. C. distinguish among the connotations of words with similar definitions (e.g. <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>condescending</i>). 	<p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases and explain the alternate meanings to your child.</p> <p>When reading and/or speaking with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>“What do you think the speaker is talking about when he/she says...? Why?”</p> <p>“If the author had described this character as [<i>condescending</i>] instead of [<i>refined</i>], how would that change this passage and your understanding of the character?”</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessonsets/118-reading-and-understanding-idioms <p>Watch the video lessons to review common figures of speech.</p> <ul style="list-style-type: none"> B. http://www.k12reader.com/worksheet/using-antonyms-for-context-clues/ <p>Print this activity sheet for your child to complete to practice using word relationships to figure out meaning.</p> <ul style="list-style-type: none"> C. http://www.readwritethink.org/classroom-resources/student-interactives/word-matrix-30071.html <p>Guide your child in using this interactive tool to sort words with similar definitions based on the connotations.</p>
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	<p>Language Skills Grade 7 Standard 6 (L.7.6)</p>	<p>Students must be able to learn (from reading, speaking with others, etc) and accurately use new vocabulary words and phrases - both general terms that appear across academic subjects and vocabulary specific to particular topics studied. They should be able to gather word knowledge when needing a word is important for comprehension or expression.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p> <p>Encourage your child to use precise language when he/she speaks (e.g. “<i>The boy told his dad that he was bored</i>” versus “<i>The boy whined to his dad that he was bored</i>”).</p>	<p>http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf</p> <p>Print copies of this graphic organizer for your child to fill in with new words he/she learns.</p>
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