

Family Friendly

GUIDE FOR SEVENTH GRADE

English Language Arts

Students entering seventh grade continue building on the learning and skills developed in previous grades, including **critical thinking, problem-solving, and creativity**. They develop their skills by reading a variety of text and making inferences about the content as well as choices made by the author. As in previous grades, appropriate guidance is provided to support students as needed, and by the end of seventh grade students are expected to demonstrate mastery of grade-level skills with increased independence.

As readers, seventh grade students continue to consider how an author uses rhetorical techniques to establish their own credibility (ethos), appeal to the feelings of their audience (pathos), and appeal to their audience's sense of reason (logos). Seventh grade students read a variety of print and nonprint texts in both the literary and informational genres.

As writers, students continue strengthening their stamina and organization and work on developing arguments using data and statistics to support claims and acknowledge counterclaims. Seventh graders write creative pieces and may also practice authentic college and career-ready writing. Both oral and written communication skills continue to be a focus as students continue learning how to best communicate for a variety of audiences and purposes as well as to consider the ideas and perspectives of others.

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting English 2.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In seventh grade, students should:

- **choose** the right books and materials for what they want to learn and express.
- **ask and answer** questions about different types of texts and media, including fiction, poetry, non-fiction, podcasts, and visual performances.
- **independently utilize** both printed and digital resources for research and learning.
- **create** multimedia presentations that share their ideas in a way that everyone can understand.
- **use information** from their reading and discussions, engage in productive discussions, and properly cite sources to support their ideas and enhance learning outcomes.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

There are no Foundations of Literacy standards or indicators for seventh grade.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In seventh grade, students should:

- explain how specific lines in a text show a character's personality and add meaning to the story.
- describe how different literary devices like similes, metaphors, and imagery make a story more interesting and understandable.
- talk about the important lessons they learn from specific words and phrases in a story.
- explain what authors want readers to know and identify the main points they make in informational texts.
- discuss how different perspectives and narrators affect the way a story is told and understood.
- demonstrate how word parts like prefixes and roots help them understand the meaning of words (e.g., understanding "re" in "reread").
- compare reading, listening, and watching texts, explaining how each format affects how the audience understands the content.

RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

In seventh grade, students should:

- ask good questions to find helpful and accurate information for short and long research projects.
- use different kinds of sources like books, websites, and documentaries to learn and answer questions.
- check if the information they find is true and reliable, using the best sources.
- figure out which types of sources are best for their topics.
- give credit to where they find their information and avoid copying without saying where it's from.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In seventh grade, students should:

- write pieces that share their opinions clearly and back them up with good reasons, while also considering other points of view.
- write about topics in a way that helps others understand, organizing information in a logical way and including important details.
- write narrative pieces that make sense and use descriptive words to bring their stories to life.
- use correct spelling and grammar, making their writing easy to understand and enjoyable to read.
- improve writing by planning, checking their work, getting advice, and making changes to make their writing even better.
- communicate ideas and collaborate with others while using a variety of resources such as audio, visual, and multimedia presentations; analyze the messages of other and how they use specific formats or techniques to impact their audience.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Visit the Library and Support Interests:** If your student has a fascination with a particular topic or enjoys a particular type of reading, visit the local library and model reading for enjoyment and learning.
- **Connect Meaning and Presentation:** Ask your student to tell you about what they have been learning in school, and ask them to consider how presenting ideas in different formats (e.g., a slideshow versus a podcast) might affect the experience of an audience.
- **Model Collaboration:** Discuss the importance of working well with others, and model what it means to actively listen. Provide opportunities for your student to work with other learners or with you to accomplish tasks.

Applications of Reading:

- **Discuss an Author's Tone:** Ask your student to discuss how an author feels about the topic they are writing about, and how they know that as a reader. Ask them to identify specific points in the text where they know the author is trying to persuade them.
- **Discuss How Arguments are Built:** Ask your student to talk about an author or speaker's main argument or position, and how they used language to make themselves appear credible, appeal to the reader's emotions, and/or appeal to a reader's sense of logic.
- **Discuss How Media Format Impacts Meaning:** Ask your student to tell you how watching a movie adaptation of a text is different from reading the book version, or how listening to a speech is different from reading one.

Research:

- **Encourage Curiosity:** Capitalize on your student's natural curiosity as they ask questions about the world they live in. Show them how you would find credible answers and talk with them about the process.
- **Model Planning and Critically Thinking About Information Sources:** As students are working on research assignments, ask them to consider whether or not the author of a source may have a bias, how current the information in a source is, and whether or not they think it is trustworthy. Ask your student about their research plan, and what sources they plan to use. Ask them to think about how each source connects to the topic. For example, if a student is researching the life of an important historical figure, they should consider whether an interview with that figure would be more helpful to their research than an opinion piece about their contributions.

Communications:

- **Model the Importance of Active Listening:** Ask your student questions and help them practice answering thoughtfully. Have them practice asking questions of you and others in a way that shows they have been listening, and ask them to tell you what they learned from others' comments.
- **Discuss A Speaker's Effectiveness:** When your student is reading, listening to, viewing a video of, or attending a live presentation of information, ask them to tell you whether or not they thought the presenter did a good job and to support their opinion with specific details from the presentation.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).