

2017-18 Middle School English Language Arts  
 Grade 7 – Unit 1  
 1<sup>st</sup> 9 Weeks

GSE  
 PARENT GUIDE

Learning Targets: I can...



- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
- Identify key ideas, individuals, and events develop and interact throughout literary and informational text
- Paraphrase to help understanding of text
- use words and phrases according to standard English

Big Ideas

**Reading:** 1 extended text and 6 short text (3 fiction and 3 nonfiction)  
 Whatever they are reading, students must show a steadily growing ability to discern more from and make fuller use of text, including: making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.



**Writing:** *Text types, responding to reading, and research* (4-6 arguments and 2-3 narratives)  
 Specific focus is placed on writing arguments, informative/explanatory texts, and narratives. The standards stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in the standards and skills important to research are infused throughout.



**Speaking & Listening:** *Flexible communication and collaboration*  
 Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.



**Language:** *Conventions, effective use, and vocabulary*  
 Students learn the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. They understand words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Words to Know

Character, Setting, Plot, Theme, Antagonist, Protagonist, Conflict, Time, Mood/Atmosphere, External/Internal Conflict, Man Vs. Man (Physical), Man vs. Himself/Herself, Main Idea, Supporting Detail, Central Idea, Citing Sources, Paraphrasing, Science Fiction, Developing, Dynamic, Static, Events, Introduction, Rising Action, Climax, Falling Action, Denouement, Nonfiction Audio/Visual Media, Organizational Structure (cause-effect, chronological, compare and contrast, problem-solution, Perspective, Quotes

Sample Performance Task for Grade 7	How Can You Help Your Student?
<ol style="list-style-type: none"> <li><b>Literary Texts:</b> After watching a movie or reading a book, play a trivia game about various characters found in the movie/text. Students should use evidence from the text to create descriptions of the characters. Students can also identify themes of various text/movies and have family members guess the story.</li> <li><b>Informational Texts:</b> Share a newspaper article with your child. Allow your child to provide a written summary of the article. Discuss the summary.</li> <li><b>Writing:</b> Have your student keep a journal for at least week. Each journal must account the details of the school day. Read the journal each day or at the end of the week and discuss voice and style (informal, formal, slang, and Standard English).</li> <li><b>Speaking &amp; Listening:</b> Encourage your child to provide an interesting oral summary of a recent movie or television program viewed.</li> <li><b>Language:</b> Don't say um! Ask your child a question such as, "What would be your dream vacation?" Time the student for 30 seconds while they answer the question. They must refraining from saying "um."</li> </ol>	<p><b>Learning does not end in the classroom. Children need help and support at home to succeed in their studies.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Try to create a quiet place for your child to study, and carve out time everyday when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.</li> <li><input type="checkbox"/> You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics.</li> <li><input type="checkbox"/> Listen with your child to a television reporter, politician, or other speaker. Ask your child to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?</li> <li><input type="checkbox"/> Visit a library or book store together and ask the librarian or bookseller to recommend young adult books. Our suggested book list for Unit IV is as follows. To find more books for your child to read, visit <a href="http://ww.corestandards.org/assets/Appendix_B.pdf">ww.corestandards.org/assets/Appendix_B.pdf</a>.             <ul style="list-style-type: none"> <li><b>The Hobbit</b> by J.R.R. Tolkien</li> <li><b>Fahrenheit 451</b> by Ray Bradbury</li> <li><b>The War of the Worlds</b> by W.G. Wells</li> </ul> </li> <li><input type="checkbox"/> Invite your child to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.</li> <li><input type="checkbox"/> Encourage your child to learn at the library or on the Internet what life in your community was like 100 years ago. Have your child write a story, poem, or play about that time.</li> </ul>
	<p style="text-align: center;"><b>Helpful Websites and Links</b></p> <p>GSE ELA <a href="https://www.georgiastandards.org">https://www.georgiastandards.org</a>            Helpful Hints for Transitions Through High School <a href="http://tinyurl.com/nzhxs3h">http://tinyurl.com/nzhxs3h</a>            Atlanta Public Schools Facebook <a href="https://www.facebook.com/AtlantaPublicSchools">https://www.facebook.com/AtlantaPublicSchools</a>            APS Homework Hotline (678-553-3029) <a href="http://www.atlanta.k12.ga.us/domain/78">http://www.atlanta.k12.ga.us/domain/78</a>            GeorgiaCollege411 <a href="https://www.gacollege411.org/">https://www.gacollege411.org/</a>            Campus Parent Portal <a href="https://ic.apsk12.org/portal">https://ic.apsk12.org/portal</a>            The World Almanac® Online <a href="http://tinyurl.com/pmse7mk">http://tinyurl.com/pmse7mk</a>            Renaissance Place (Accelerated Reader) <a href="https://hosted115.renlearn.com/51385">https://hosted115.renlearn.com/51385</a></p>