

7th Grade ELA Packet

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Overview of Activities

Comprehension in 7th grade reading

Comprehension for a 7th grade reader involves understanding text and ideas on many levels. Student is expected to think about and reflect on all core subjects: math, science, and history texts. Help your child understand what he's reading by using these strategies:

- Discuss what your child already knows about the subject.
- Have him explain whether or not text makes sense; this is called "monitoring understanding".
- Encourage re-reading to help clarify understanding.
- When students are texting friends, ask them to sometimes use proper English language.

i. **Activities that support the use or influence of the content in everyday life activities**

ELACC7RL2: 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.

- After your child has viewed a favorite T.V show, video, movie, etc. ask him or her to summarize the content.

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what

- After viewing a movie etc., they may also provide their opinion of the show providing examples to support his or her point of view.

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Create a colorful advertisement of your day using a variety of simple, compound and complex sentences.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- Use figurative language in your daily conversations with your family. (It's raining cats and dogs-what does that really mean?)

ii. **Online resources in place of traditional worksheets** – Visit the following sites and feel free to browse and choose activities that you would like to do.

www.brainpop.com

http://www.eduplace.com/rdg/hme/6_8/index.html

<http://www.gamequarium.com/partsofspeech.html>

<https://newsela.com/>

<http://www.readingrockets.org/teaching/commoncore>

- iii. **Activities that parents can use while fulfilling their daily responsibilities (e.g., while grocery shopping, have your child use their vocabulary words in a sentence about the grocery store experience)**
- iv. **Each activity should be accompanied by the standards they cover**

ELACC7RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- Stay abreast of current events in the world by reading cnn.com, msnbc.com, espn.com. (Informational text) Use close reading strategies to dig deeper into the article.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

- After visiting a park, friend's home, mall, or any outing, students can use descriptive language and details to describe the setting.

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

- Use the plot elements to re-tell the events of your day.

ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

- Expose students to print articles and ask them to explain the author's position.

LIGHTS! CAMERA! ACTION!

ELACC7RL2: 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.

- After your child has viewed a favorite T.V show, video, movie, etc. ask him or her to summarize the content. They may also provide an illustration of their favorite scene.



Title of Program: _____

Your Excellent Summary:

MY FAVORITE SCENE

MY EVALUATION IS...

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- After viewing a movie etc., they may also provide their opinion of the show providing examples to support his or her point of view.

MY OPINION:

Example/Support

Example/Support



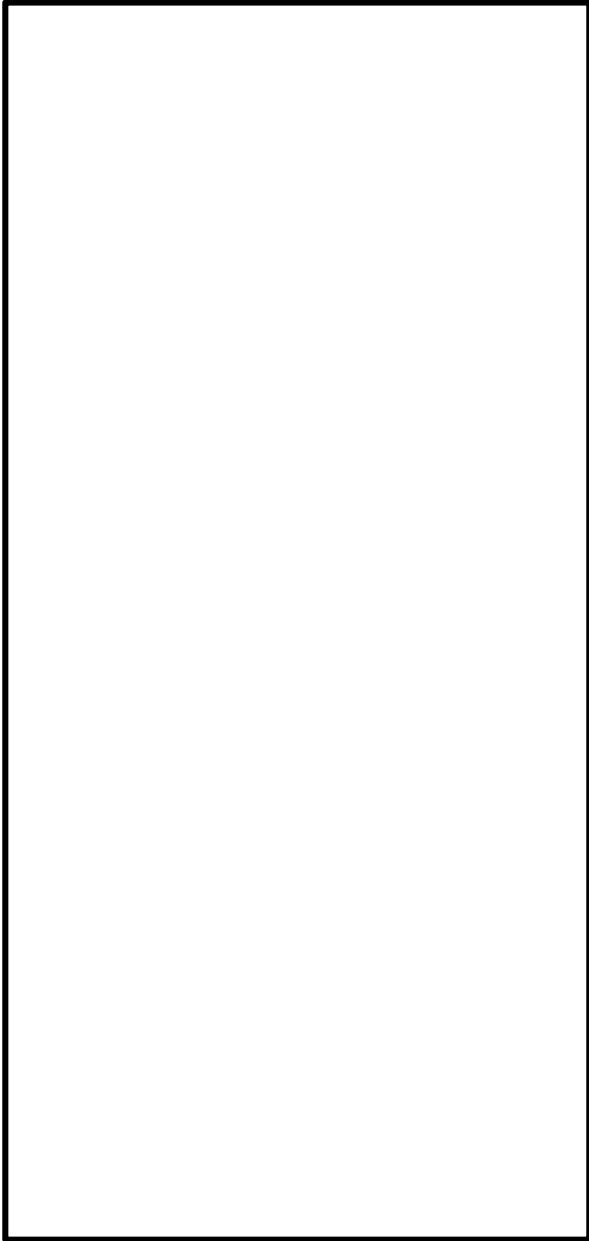
LET'S ADVERTISE

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Create a colorful advertisement of your day using a variety of simple, compound and complex sentences.
Provide a picture to accompany your description. Be sure to include at least one of each type of sentence.

Your picture

Your Paragraph Here



EVERYDAY FIGURATIVE LANGUAGE

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- Use figurative language in your daily conversations with your family. (It's raining cats and dogs-what does that really mean?)

How did I use the following to communicate with my friends and family?



WHAT SIMILE DID I USE?

WHAT METAPHOR DID I USE?

WHAT PERSONIFICATION DID I USE?

WHAT ALLITERATION DID I USE?

WHAT IDIOM DID I USE?

WHAT ONOMATOPOEIS DID I USE?

ANYTHING ELSE?

GIVE INSIGHT ABOUT THIS SITE

ONLINE ACTIVITIES

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

For each site, write down something that you learned or actively did using the site.

www.brainpop.com

What did I find/do on this site:

http://www.eduplace.com/rdg/hme/6_8/index.html

What did I find/do on this site:

<http://www.gamequarium.com/partsofspeech.html>

What did I find/do on this site:

<https://newsela.com/>

What did I find/do on this site:

<http://www.readingrockets.org/teaching/commoncore>

What did I find/do on this site:

READ ME CLOSELY

ELACC7RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- Stay abreast of current events in the world by reading cnn.com, msnbc.com, espn.com. (Informational text) Use close reading strategies to dig deeper into the article.

When you are closely reading, you must first number the paragraphs. Then, draw a line under every 2 to 3 paragraphs to chunk the text. Next, underline important information and circle any important/unknown words. After doing this, you should complete the chart by adding details pertaining to your informational article.

CLOSE READING CHART

Chunk Paragraph Numbers	Important Vocabulary words and definitions	Summary of chunk (without opinion)	My personal Response (Opinion, Question, etc.)
Paragraph 1 - 3			
Paragraph 4 - 6			

WHAT YOU SEE IS WHAT YOU GET

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

- After visiting a park, friend’s home, mall, beach, or any outing, students can use descriptive language and details to describe the setting. Be sure to appeal to the five senses: Taste, Touch, Hear, See, and Smell. Add a unique title to your piece.

Some useful descriptors: vast, immense, alluring, drab, fearless, wise, flat, distorted, mysterious, generous, colorful, vivacious, dazzling, scrumptious, divine, fancy, filthy, dynamic, splendid, thrifty, brave, dangerous, gigantic, swift, shrieking, shrill, creaky, screeching, slippery, icy, salty, sharp, tender, blue, orange, magenta, violet, sparkling, calming



DIAGRAM MY PLOT

ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Use the plot elements to re-tell the events of your day, or the events from a novel that you are reading.

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1. Exposition

2. Rising Action

3. Climax

4. Falling Action

5. Resolution

ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others

- Expose students to print articles and ask them to explain the author's position.

First, read the article. Write the author's position about the topic. Then, reflect upon your own feelings and record them in the chart.

ARTICLE TITLE	AUTHOR'S VIEW/POSITION	YOUR VIEW/POSITION

TABLE OF CONTENTS

PAGE	7th ELA STANDARD	ELA INFORMATION
1		Standards Overview
2		Standards Overview
3	ELACC7RL2: 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.	Lights! Camera! Action!
4	ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	My Evaluation Is...
5	ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Let's Advertise
6	ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	Everyday Figurative Language
7	ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Give Insight about this Site
8	ELACC7RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Read me Closely
9	ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	What you See is What you Get
10	ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	Diagram my Plot
11	ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	My Point of View, Your Point of View