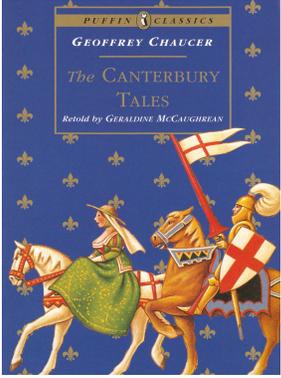


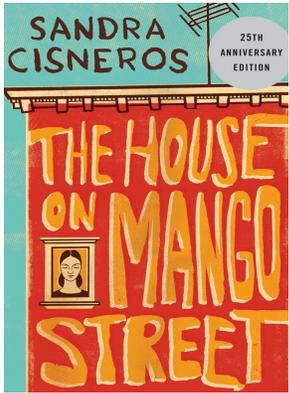
FirstLine Schools 7th Grade ELA

What will my student learn this year?



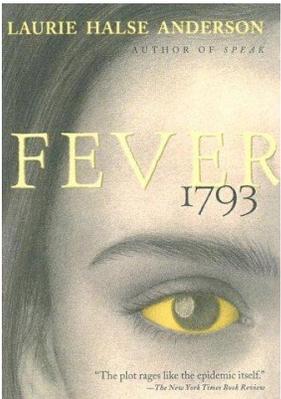
Module 1:

In this module, students reflect on identity and character within a study of the European Middle Ages (circa 500–1500 CE), when Europe’s population was largely uneducated and illiterate. To provide global context, students briefly tour other parts of the world where learning flourished. Much of our present culture and literary canon has its roots in this time period, making it a fertile field for study. Additionally, a study on identity and social roles is perfect for seventh graders, who are developing their views on these concepts.



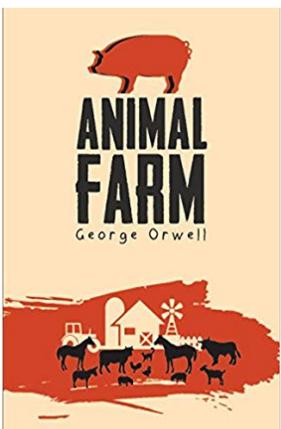
Module 2:

When you immigrate to a new country, what happens to your cultural identity? In this module, students continue to consider identity – this time through the lens of young Latinos in contemporary urban America.



Module 3:

Module 3 offers a unique opportunity to read paired fiction and nonfiction texts about the same historical event—the 1793 yellow fever epidemic of Philadelphia, which ultimately killed 5,000 people in about three months. The African American population of the city was active in treating the sick, because of a mistaken assumption that they were immune to the disease. Exploring this historical event provides opportunities to investigate issues related to class, human response to the unknown, and the development of scientific knowledge under the essential question: How do people respond differently to crisis?



Module 4

This module raises the profound and complex question: “What is the connection between language and power?” Students explore the question in the context of the World War II era by studying works of propaganda, advocacy, and literature from that time. Leaders such as Joseph Stalin and Adolf Hitler understood the power of language to inspire, influence, and control. Writers such as George Orwell and Elie Wiesel wielded the power of language to convey multiple nuances of meaning, incite emotions, and share a worldview. Students, and indeed all citizens, need the capacity to read and view language critically in order to recognize implicit and explicit messages and purposes, to evaluate the soundness and clarity of arguments, and to develop and communicate their own beliefs.

Supporting your student in their English Language Arts Class

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Wondering where to start? Try some of these question stems!

Helping students support their ideas with evidence

- Why did the author write this? What evidence supports your idea?
- What quote from the text is the best evidence to show _____?
- What specific details from the text tell you where and when the story takes place?

Learning to summarize what they have read and determine central ideas

- What happened at the beginning, middle, and end of the story?
- What is a summary of this story?
- What is the theme of the story? What helped you decide that this is the theme?
- Why does _____ feel (sad, angry, elated, etc.) What text clues let you know they are feeling this way?

Understanding the impact of character and setting

- How does (character) react when _____? Why do they act this way? How is this reaction different from (different character)?
- Why does (character) react differently from (character 2)? How is their perspective different?
- How does the setting impact the story? What are characters able to do because of the setting they are in?
- How would the story change if the setting were different? Can you reimagine the story in a different setting?

Supporting Vocabulary & Making meaning of words and phrases

- What does this word mean? How do you know?
- What words in the text tell how (character) feels?
- What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?
- Can you think of another word to use instead of _____?
- Why did the author choose this word?

Learning the structures of stories and non-fiction texts

- How are the parts of the story connected? How does this section/chapter help the reader understand the setting?
- How does this scene build suspense?
- How would you retell this story, including important parts from the beginning, middle, and end?
- In poetry what stanza is the most interesting to you? Why?
- Why did the author organize the story like this? How would it be different if the order were changed?

Describing point of view

- Who is telling this story? How do you know?
- Are the narrator and the author the same person? How do you know?
- What point of view is this written from?
- What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?
- How would the story be different if it was told from (character's) point of view?
- Would you have preferred the story from (third-person / first person) point of view? Why?