**Michigan State Board of Education**

**Kathleen N. Straus, President**
*Bloomfield Township*

**John C. Austin, Vice President**
*Ann Arbor*

**Carolyn L. Curtin, Secretary**
*Evart*

**Marianne Yared McGuire, Treasurer**
*Detroit*

**Nancy Danhof, NASBE Delegate**
*East Lansing*

**Elizabeth W. Bauer, Member**
*Birmingham*

**Reginald M. Turner, Member**
*Detroit*

**Eileen Lappin Weiser, Member**
*Ann Arbor*

**Governor Jennifer M. Granholm**
*Ex Officio*

**Michael P. Flanagan, Chairman**
*Superintendent of Public Instruction*
*Ex Officio*

**Jeremy M. Hughes, Ph.D.**
*Deputy Superintendent/Chief Academic Officer*

**Dr. Yvonne Caamal Canul, Director**
*Office of School Improvement*

**Contact:**
Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
(517) 241-3147
**www.michigan.gov/mde**

MICHIGAN Department of Education

v.7.05

# A Parent's Guide to ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

## WHAT YOUR CHILD NEEDS TO KNOW BY THE END OF

# SEVENTH GRADE

MICHIGAN Department of Education
**Office of School Improvement**
**www.michigan.gov/mde**

## Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

Your School Principal (Customize)

## Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

Your School Principal (Customize)



Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## *A Parent's Guide to the Grade Level*
## Content Expectations

### Michigan Sets High Academic Standards – for ALL

This booklet is a part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten through eighth grade.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit **www.michigan.gov/mde** and click on **"K-12 Curriculum"**.




## *A Parent's Guide to the Grade Level*
## Content Expectations

### Michigan Sets High Academic Standards – for ALL

This booklet is a part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten through eighth grade.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit **www.michigan.gov/mde** and click on **"K-12 Curriculum"**.

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

**Seventh Grade English Language Arts (ELA)** develops strength in reading, writing, speaking, listening and viewing skills. Your child should increase his/her ability to analyze and synthesize information, increase his/her reading ability and become a more proficient writer.

### Glossary Terms

Words that have asterisks(*) are defined in the Glossary section located in the back of this booklet.

*By the end of the seventh grade, your child should be able to do the following:*

## READING

### Word Study

- ❑ Decode and understand the meaning of words using word structure, sentence structure and prediction*.
- ❑ Recognize unfamiliar words by using structural*, syntactic*, and semantic* analysis (analogy*, idiom*, metaphor* and simile*).
- ❑ Automatically recognize familiar words.
- ❑ Comprehend the meaning of frequently used words.
- ❑ Use strategies to construct the meaning of unfamiliar words.
- ❑ Fluently read seventh grade materials.
- ❑ Increase reading fluency throughout the school year.
- ❑ Use strategies to determine meaning of words in cross content areas (mathematical expressions, scientific procedures).

### Narrative Text (Fiction)

- ❑ Identify how the tensions among characters, themes and issues in classic and newer literature are related to his/her own experiences.
- ❑ Analyze elements and style of narrative genres such as mystery*, poetry*, memoir*, drama*, myths*.
- ❑ Analyze the role of protagonist*, antagonist*, internal* and external conflicts* and themes*.
- ❑ Analyze how authors develop theme, antagonists*, protagonists*, use of over/understatement*, and exaggeration*.



**Seventh Grade English Language Arts (ELA)** develops strength in reading, writing, speaking, listening and viewing skills. Your child should increase his/her ability to analyze and synthesize information, increase his/her reading ability and become a more proficient writer.

### Glossary Terms

Words that have asterisks(*) are defined in the Glossary section located in the back of this booklet.

*By the end of the seventh grade, your child should be able to do the following:*

## READING

### Word Study

- ❑ Decode and understand the meaning of words using word structure, sentence structure and prediction*.
- ❑ Recognize unfamiliar words by using structural*, syntactic*, and semantic* analysis (analogy*, idiom*, metaphor* and simile*).
- ❑ Automatically recognize familiar words.
- ❑ Comprehend the meaning of frequently used words.
- ❑ Use strategies to construct the meaning of unfamiliar words.
- ❑ Fluently read seventh grade materials.
- ❑ Increase reading fluency throughout the school year.
- ❑ Use strategies to determine meaning of words in cross content areas (mathematical expressions, scientific procedures).

### Narrative Text (Fiction)

- ❑ Identify how the tensions among characters, themes and issues in classic and newer literature are related to his/her own experiences.
- ❑ Analyze elements and style of narrative genres such as mystery*, poetry*, memoir*, drama*, myths*.
- ❑ Analyze the role of protagonist*, antagonist*, internal* and external conflicts* and themes*.
- ❑ Analyze how authors develop theme, antagonists*, protagonists*, use of over/understatement*, and exaggeration*.

1

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## Informational Text (Non-fiction)

- ❑ Analyze style and elements of informational genre* such as persuasive essay*, research report, brochure, personal correspondence, autobiography*, biography*.
- ❑ Analyze organizational patterns such as sequence, compare and contrast, cause and effect.
- ❑ Explain how authors use writer's craft and text features* to enhance understanding of key and supporting details such as metaphor*, simile*, caption*, diagram*, appendices*.

### Comprehension

- ❑ Use his/her own knowledge and experiences of the world to understand new ideas connected to themes* in reading texts.
- ❑ Read, retell and summarize seventh grade narrative* and informational text*.
- ❑ Create a deeper understanding within and across texts by stating global themes and universal truths.
- ❑ Apply knowledge of science and social studies informational readings.

### Metacognition*

- ❑ Use strategies to self-monitor comprehension.
- ❑ Engage in discussions (predicting*, use of inference*, re-reading) to increase comprehension.
- ❑ Plan, monitor and evaluate skills for his/her own reading comprehension by applying metacognitive skills. (Examples: SQP3R* and organizational charts)
- ❑ Sort details and events to use on graphic organizers.

### Critical Standards

- ❑ Create and use lists of standards to measure the quality of his/her own work and the work of others.

### Reading Attitude

- ❑ Be excited about reading and increasing fluency.
- ❑ Choose to read grade-level appropriate books in leisure time.



## Informational Text (Non-fiction)

- ❑ Analyze style and elements of informational genre* such as persuasive essay*, research report, brochure, personal correspondence, autobiography*, biography*.
- ❑ Analyze organizational patterns such as sequence, compare and contrast, cause and effect.
- ❑ Explain how authors use writer's craft and text features* to enhance understanding of key and supporting details such as metaphor*, simile*, caption*, diagram*, appendices*.

### Comprehension

- ❑ Use his/her own knowledge and experiences of the world to understand new ideas connected to themes* in reading texts.
- ❑ Read, retell and summarize seventh grade narrative* and informational text*.
- ❑ Create a deeper understanding within and across texts by stating global themes and universal truths.
- ❑ Apply knowledge of science and social studies informational readings.

### Metacognition*

- ❑ Use strategies to self-monitor comprehension.
- ❑ Engage in discussions (predicting*, use of inference*, re-reading) to increase comprehension.
- ❑ Plan, monitor and evaluate skills for his/her own reading comprehension by applying metacognitive skills. (Examples: SQP3R* and organizational charts)
- ❑ Sort details and events to use on graphic organizers.

### Critical Standards

- ❑ Create and use lists of standards to measure the quality of his/her own work and the work of others.

### Reading Attitude

- ❑ Be excited about reading and increasing fluency.
- ❑ Choose to read grade-level appropriate books in leisure time.

## WRITING

### Writing Genres

- ❑ Write a cohesive narrative piece that includes correct conventions of the genre* (examples: poetry*, drama*, memoir*, mystery*, myth).
- ❑ Be able to use literary devices in a narrative. (Examples: internal* and external conflicts*, antagonist*, protagonist*, personification*).
- ❑ Write a research paper for an authentic audience that includes problem statement, solution, position statement and supporting evidence.
- ❑ Use descriptive language in a research paper.
- ❑ Formulate research questions using multiple resources, and arguments/counter-arguments to develop a thesis statement*.

### Writing Process

- ❑ Set a purpose when writing narrative* and informational text*.
- ❑ Use different author's styles when writing narrative and informational text.
- ❑ Apply a variety of pre-writing strategies for narrative text (examples: story maps, graphic organizers that are designed to show internal* and external conflicts*).
- ❑ Apply a variety of pre-writing strategies for informational text*.
- ❑ Edit writing to reflect different perspectives for many purposes.
- ❑ Select and use titles and endings to achieve a specific purpose for a specific audience.
- ❑ Revise writing to make sure the content, structure, and voice* are similar.
- ❑ Use a proofreader's checklist to edit writing both individually and in peer-editing groups*.



## WRITING

### Writing Genres

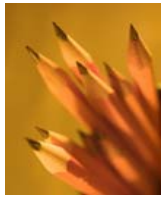
- ❑ Write a cohesive narrative piece that includes correct conventions of the genre* (examples: poetry*, drama*, memoir*, mystery*, myth).
- ❑ Be able to use literary devices in a narrative. (Examples: internal* and external conflicts*, antagonist*, protagonist*, personification*).
- ❑ Write a research paper for an authentic audience that includes problem statement, solution, position statement and supporting evidence.
- ❑ Use descriptive language in a research paper.
- ❑ Formulate research questions using multiple resources, and arguments/counter-arguments to develop a thesis statement*.

### Writing Process

- ❑ Set a purpose when writing narrative* and informational text*.
- ❑ Use different author's styles when writing narrative and informational text.
- ❑ Apply a variety of pre-writing strategies for narrative text (examples: story maps, graphic organizers that are designed to show internal* and external conflicts*).
- ❑ Apply a variety of pre-writing strategies for informational text*.
- ❑ Edit writing to reflect different perspectives for many purposes.
- ❑ Select and use titles and endings to achieve a specific purpose for a specific audience.
- ❑ Revise writing to make sure the content, structure, and voice* are similar.
- ❑ Use a proofreader's checklist to edit writing both individually and in peer-editing groups*.

3

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA



**Personal Style**

- ❑ Develop a personal style to enhance writing.
  - In narrative text* (fiction), through the use of strong verbs, metaphors*, similes* and detailed descriptions.
  - In informational text* (non-fiction), through the use of accurate details, clear transitions between ideas and credible support.

**Grammar and Usage**

- ❑ Use style conventions (example: MLA*) in his/her writing.
- ❑ Use participial phrases*, superlative adjectives* and adverbs, parentheses* and indefinite pronouns* in creative writing.

**Spelling**

- ❑ Correctly spell words used often in reading and writing.
- ❑ Correctly spell base words and affixes* in the context of his/her own writing.

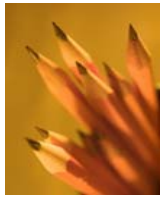
**Handwriting**

- ❑ Be legible in composition writing.

**Writing Attitude**

- ❑ Be excited about writing.





**Personal Style**

- ❑ Develop a personal style to enhance writing.
  - In narrative text* (fiction), through the use of strong verbs, metaphors*, similes* and detailed descriptions.
  - In informational text* (non-fiction), through the use of accurate details, clear transitions between ideas and credible support.

**Grammar and Usage**

- ❑ Use style conventions (example: MLA*) in his/her writing.
- ❑ Use participial phrases*, superlative adjectives* and adverbs, parentheses* and indefinite pronouns* in creative writing.

**Spelling**

- ❑ Correctly spell words used often in reading and writing.
- ❑ Correctly spell base words and affixes* in the context of his/her own writing.

**Handwriting**

- ❑ Be legible in composition writing.

**Writing Attitude**

- ❑ Be excited about writing.

4

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## SPEAKING

**Conventions***

- ❑ Use specific language related to a topic when speaking.
- ❑ Use dialect* and colloquial* language to create interest and drama* when presenting.
- ❑ Present work in Standard English* or a developing version of Standard English if s/he is in the process of learning English.

**Discourse**

- ❑ Participate in book discussions with peers in order to construct meaning from information learned in the discussion.
- ❑ Discuss several text types in order to anticipate and answer questions, offer opinions and solutions and to personally identify with a universal theme.
- ❑ Discuss written narratives with a variety of literacy and plot devices.
- ❑ Clearly describe setting of story.
- ❑ Explain the sequence of events (order of how something takes place).
- ❑ Discuss major and minor characters.
- ❑ Understand the use of dialogue in the narrative.
- ❑ Plan and deliver informational presentations and reports in an organized manner that includes use of tempo*, inflection*, voice*, enunciation*, and eye contact.
- ❑ Give presentations by providing details and descriptions supportive of the focus of the presentation.
- ❑ Consider the interests of the audience.





SPEAKING

Conventions*

- ❑ Use specific language related to a topic when speaking.
- ❑ Use dialect* and colloquial* language to create interest and drama* when presenting.
- ❑ Present work in Standard English* or a developing version of Standard English if s/he is in the process of learning English.

Discourse

- ❑ Participate in book discussions with peers in order to construct meaning from information learned in the discussion.
- ❑ Discuss several text types in order to anticipate and answer questions, offer opinions and solutions and to personally identify with a universal theme.
- ❑ Discuss written narratives with a variety of literacy and plot devices.
- ❑ Clearly describe setting of story.
- ❑ Explain the sequence of events (order of how something takes place).
- ❑ Discuss major and minor characters.
- ❑ Understand the use of dialogue in the narrative.
- ❑ Plan and deliver informational presentations and reports in an organized manner that includes use of tempo*, inflection*, voice*, enunciation*, and eye contact.
- ❑ Give presentations by providing details and descriptions supportive of the focus of the presentation.
- ❑ Consider the interests of the audience.

5

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## LISTENING AND VIEWING

**Conventions**

- ❑ Distinguish fact from opinions.
- ❑ Question actual statements made by peers.
- ❑ Demonstrate correct audience behavior (silence, eye contact, attentiveness) during speeches and presentations.

**Response**

- ❑ Identify, state and react to a speaker's point of view and bias*.
- ❑ Respond thoughtfully to both classic and newer texts recognized for literary merit.
- ❑ Identify a speaker's attitude toward a subject.
- ❑ Ask questions of speakers, focusing on claims and conclusions they presented.
- ❑ Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased* or not.
- ❑ Identify persuasive* and propaganda* techniques. Determine their effect on the viewing of images in television/movies.
- ❑ Determine if techniques used (propaganda, persuasive) achieved the message that they meant to deliver.



LISTENING AND VIEWING

Conventions

- ❑ Distinguish fact from opinions.
- ❑ Question actual statements made by peers.
- ❑ Demonstrate correct audience behavior (silence, eye contact, attentiveness) during speeches and presentations.

Response

- ❑ Identify, state and react to a speaker's point of view and bias*.
- ❑ Respond thoughtfully to both classic and newer texts recognized for literary merit.
- ❑ Identify a speaker's attitude toward a subject.
- ❑ Ask questions of speakers, focusing on claims and conclusions they presented.
- ❑ Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased* or not.
- ❑ Identify persuasive* and propaganda* techniques. Determine their effect on the viewing of images in television/movies.
- ❑ Determine if techniques used (propaganda, persuasive) achieved the message that they meant to deliver.

6

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## GLOSSARY TERMS

**affix –** a letter or a group of letters attached to the beginning or end of a word that serves to produce a derivative word
**analogy –** a comparison of similar objects. An analogy suggests that since objects are alike in some ways, they will probably be alike in other ways. (Example: Pets are like plants. If you give them proper care and attention, they grow strong and healthy. If you neglect them, they become weak and sickly.)
**antagonist –** the person or force that works against the hero of the story
**appendices –** additional materials attached to the end of a piece of writing
**autobiography –** the story of a real person's life, written or told by that person
**bias –** an attitude that always favors one way of thinking over any other
**biography –** the story of a real person's life, written or told by another person
**caption –** heading of an article or document
**colloquialism –** a common word or phrase that is used when people talk to one another. They are usually not used in a formal speech. (Example: How's it goin'?)
**conflict –** a problem or struggle between two opposing forces in a story
**conventions –** the rules about how words and language work when speaking or writing
**diagram –** a drawing, sketch, plan or chart that makes something clearer or easier to understand
**dialect –** a way of speaking that is characteristic of a particular region or group of people
**drama –** a story written to be acted in front of an audience.
**enunciation –** the act of pronouncing clearly
**exaggeration –** an overstatement or a stretching of the truth to emphasize a point (Example: My shoes are killing me.)





## GLOSSARY TERMS

**affix –** a letter or a group of letters attached to the beginning or end of a word that serves to produce a derivative word
**analogy –** a comparison of similar objects. An analogy suggests that since objects are alike in some ways, they will probably be alike in other ways. (Example: Pets are like plants. If you give them proper care and attention, they grow strong and healthy. If you neglect them, they become weak and sickly.)
**antagonist –** the person or force that works against the hero of the story
**appendices –** additional materials attached to the end of a piece of writing
**autobiography –** the story of a real person's life, written or told by that person
**bias –** an attitude that always favors one way of thinking over any other
**biography –** the story of a real person's life, written or told by another person
**caption –** heading of an article or document
**colloquialism –** a common word or phrase that is used when people talk to one another. They are usually not used in a formal speech. (Example: How's it goin'?)
**conflict –** a problem or struggle between two opposing forces in a story
**conventions –** the rules about how words and language work when speaking or writing
**diagram –** a drawing, sketch, plan or chart that makes something clearer or easier to understand
**dialect –** a way of speaking that is characteristic of a particular region or group of people
**drama –** a story written to be acted in front of an audience
**enunciation –** the act of pronouncing clearly
**exaggeration –** an overstatement or a stretching of the truth to emphasize a point (Example: My shoes are killing me.)

7

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## Glossary Terms, continued

**external conflict –** character struggle against an outside force
**genre –** a particular type of literary composition
**idiom –** words used in a special way that may be different from their literal meaning (Example: Rush-hour traffic moves at a *snail's pace*. This idiom means "very slowly.")
**indefinite pronoun –** a pronoun that does not specifically name the noun or pronoun it replaces (Examples: all, any, most, some, each)
**inference –** to arrive at a conclusion with the material you have read; an educated guess
**inflection –** a change in the pitch or tone of a person's voice
**informational text –** non-fictional text, such as autobiography, biography, personal essay, almanac or newsletter
**internal conflict –** character struggle within character's own mind. It is a struggle between opposing desires, needs or emotions.
**MLA (Modern Language Association) –** style of writing used for documentation
**memoir –** a story of a personal experience
**metacognition –** the process of thinking about one's own thinking
**metaphor –** a figure of speech that compares two things without using the words *like* or *as* (Example: The cup of hot tea was the best medicine for my cold.)
**mystery –** a work of fiction dealing with the solution of a mysterious crime
**myth –** a story that explains something about the world and typically involves gods or other superhuman beings



## Glossary Terms, continued

**external conflict –** character struggle against an outside force
**genre –** a particular type of literary composition
**idiom –** words used in a special way that may be different from their literal meaning (Example: Rush-hour traffic moves at a *snail's pace*. This idiom means "very slowly.")
**indefinite pronoun –** a pronoun that does not specifically name the noun or pronoun it replaces (Examples: all, any, most, some, each)
**inference –** to arrive at a conclusion with the material you have read; an educated guess
**inflection –** a change in the pitch or tone of a person's voice
**informational text –** non-fictional text, such as autobiography, biography, personal essay, almanac or newsletter
**internal conflict –** character struggle within character's own mind. It is a struggle between opposing desires, needs or emotions.
**MLA (Modern Language Association) –** style of writing used for documentation
**memoir –** a story of a personal experience
**metacognition –** the process of thinking about one's own thinking
**metaphor –** a figure of speech that compares two things without using the words *like* or *as* (Example: The cup of hot tea was the best medicine for my cold.)
**mystery –** a work of fiction dealing with the solution of a mysterious crime
**myth –** a story that explains something about the world and typically involves gods or other superhuman beings

## Glossary Terms, continued

**narrative text –** fictional text, such as poetry, myths, legends, fantasy and adventure
**parentheses –** a set of brackets, ( ), used around words that are included in a sentence to add information or to help make an idea clearer
**participial phrase –** a phrase that uses the verb form ending in –ing or –ed. A participle is used as an adjective (Example: The idea of the earth shaking and splitting both fascinates and frightens me.)
**peer editing groups –** seventh grade students who edit each other's writing
**personification –** a figure of speech in which a non-human thing or quality is talked about as if it were human
**persuasive essay –** an essay that argues for or against something
**poetry –** a kind of rhythmic, compressed language that uses figures of speech and imagery designed to appeal to emotion and imagination
**prediction –** envisioning what is going to happen in the future
**propaganda –** information that is meant to mislead or persuade
**protagonist –** the main character in a story, often a good or heroic type
**semantic analysis –** reader studies the meaning of words
**simile –** a figure of speech that compares two things using the words *like* or *as* (Examples: The dog danced around like a clown at the circus. The ice was smooth as glass before the skaters entered the rink.)
**SQP3R – (S**urvey, **Q**uestion, **P**redict, **R**ead, **R**ecite, **R**eview) reading strategy used to better understand a selection





## Glossary Terms, continued

**narrative text –** fictional text, such as poetry, myths, legends, fantasy and adventure
**parentheses –** a set of brackets, ( ), used around words that are included in a sentence to add information or to help make an idea clearer
**participial phrase –** a phrase that uses the verb form ending in –ing or –ed. A participle is used as an adjective (Example: The idea of the earth shaking and splitting both fascinates and frightens me.)
**peer editing groups –** seventh grade students who edit each other's writing
**personification –** a figure of speech in which a non-human thing or quality is talked about as if it were human
**persuasive essay –** an essay that argues for or against something
**poetry –** a kind of rhythmic, compressed language that uses figures of speech and imagery designed to appeal to emotion and imagination
**prediction –** envisioning what is going to happen in the future
**propaganda –** information that is meant to mislead or persuade
**protagonist –** the main character in a story, often a good or heroic type
**semantic analysis –** reader studies the meaning of words
**simile –** a figure of speech that compares two things using the words *like* or *as* (Examples: The dog danced around like a clown at the circus. The ice was smooth as glass before the skaters entered the rink.)
**SQP3R – (S**urvey, **Q**uestion, **P**redict, **R**ead, **R**ecite, **R**eview) reading strategy used to better understand a selection

9

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## Glossary Terms, continued

**Standard English –** the form of English widely accepted as being clear and proper
**structural analysis –** reader studies the way writing is organized
**superlative –** the superlative form (*est*) compares three or more persons, places, things or ideas. It is regularly formed by adding-est. (Example: In fact, the Eurostar is the *fastest* train in Europe.)
**syllable –** one or more letters in a word that represent one sound
**syllabication –** the forming of syllables
**syntactic analysis –** reader examines the way words are put together in a sentence
**tempo –** rate at which something is read
**textual features –** parts of a book that help explain the content (maps, graphs, photos, guided reading questions)
**theme –** the central or main idea in a piece of writing
**thesis statement –** a statement that gives the main idea or focus of an essay
**understatement –** the opposite of exaggeration. By using very clear language, an author can bring special attention to an object or idea (Example: These hot red peppers may make your mouth tingle *a bit*.)
**voice –** a writer's distinctive, personal tone





## Glossary Terms, continued

**Standard English –** the form of English widely accepted as being clear and proper
**structural analysis –** reader studies the way writing is organized
**superlative–** the superlative form (*est*) compares three or more persons, places, things or ideas. It is regularly formed by adding-est. (Example: In fact, the Eurostar is the *fastest* train in Europe.)
**syllable –** one or more letters in a word that represent one sound
**syllabication –** the forming of syllables
**syntactic analysis –** reader examines the way words are put together in a sentence
**tempo –** rate at which something is read
**textual features –** parts of a book that help explain the content (maps, graphs, photos, guided reading questions)
**theme –** the central or main idea in a piece of writing.
**thesis statement –** a statement that gives the main idea or focus of an essay
**understatement –** the opposite of exaggeration. By using very clear language, an author can bring special attention to an object or idea (Example: These hot red peppers may make your mouth tingle *a bit*.)
**voice –** a writer's distinctive, personal tone

10

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA

## QUESTIONS





## QUESTIONS

11

Michigan Department of Education: GLCE - A Parent's Guide Grade 7 ELA