

What Every Rising 7th Grader Should Know: English/Language Arts

Your rising 7th Grader should be able to use the following strategies to find the meaning of unknown words in a text:

- **Context Clues:** Words around the word that give you a hint to what they word may mean. *Example: Stacy slammed the door and stomped to her room. She was exacerbated. Does exacerbated mean a) annoyed, b) excited, c) terrified, d) overjoyed?*

Answer _____

- **Appositives:** An appositive is when the author puts the meaning of the word directly in the sentence. *Example: The arachnids, or spider family, has a long history of scaring people with arachnophobia. What is the meaning of the word arachnid. A) spider fear, b) spider food, c) spider family, d) spider home?*

Answer _____

- **Opposite meaning:** An author may use details to show what a word does NOT mean. You can use these clues to help you find the meaning of a word. *Example: Carrie was excited about going to the meeting unlike her sister who was reluctant. In this sentence the word reluctant means: a) hesitant, b) excited, c) furious, d) anticipating*

Answer _____

- **Plug It In!:** When you think you might know a word's meaning, plug it in. Replace the word with the definition and then REREAD the sentence to see if it makes sense. *Example: Charles violently throttled Destin until his arms hurt. In this sentence the word throttled means a) cursed, b) punched, c) hugged, d) signaled*

Answer _____

Answer Key
Context Clues: A
Appositives: C
Opposite Meaning: A
Plug It In!: B

Resource: For more words that Rising 7th Graders should know try this link to [Quizlet: 100 Words 6th Graders Should Know—](https://quizlet.com/18654274/100-words-6th-graders-should-know-flash-cards/)

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Start with the "Access" button to learn the words. Then click "Learn" to test your skills. Good Luck!

Many words we use in the English Language are borrowed from languages all over the world. We call these words **loan words OR borrowed words**. Knowing the origins and meanings of these words will help your student navigate through more complex texts.

Common Loan/Borrowed Words:

Scandinavian

Blight Doze Kindle Scathe Scorch Sly Thrall

French

Attorney Bailiff Chancellor Jury Noble Parliament Plea Revenue Verdict Chaplain Clergy Sacrament Baron/Baroness Count/Countess Duke/Duchess Noble Artillery Corporal Marine Sergeant Broil Butcher Dine Mutton Poultry Veal Claret Oboe Pendant Satin Devout Enamor Feign Pilgrimage Cachet Chic Faux Pas Rouge Sachet Salon Brigade Battalion Cavalry Infantry Bigot Clique Grottesque Niche

Latin

Agile Abdomen Anatomy Capsule Compensate Dexterity Excavate Fictitious Gradual Habitual Meditate Notorious Orbit Peninsula Physician Vindicate

Greek

Anonymous Atmosphere Catastrophe Climax Critic Data Ostracize Parasite Pneumonia Tonic Tragedy

Arabic

Alcove Zenith Algorithm Almanac Alchemy Admiral Cipher Saffron

Spanish

Armada Adobe Barricade Bravado Cannibal Canyon Desperado Embargo Mesa Vigilante

Italian

Arsenal Cameo Duo Gazette Grotto Motto Stanza Tempo

Dutch

Buoy Freight Keel Reef Scour Splice Spool Easel Etching Sketch Holster Furlough Onslaught Uproar

German

Lager Hex Lager Delicatessen

Yiddish

Dreidel Kosher Spiel Schlemiel Klutz

Scandinavian

Fjord Maelstrom Smorgasbord

Russian

Czar/Tsar Icon

American Indian

Maize Hammock Hominy Papoose Squaw Terrapin Toboggan Wigwam

What Every Rising 7th Grader Should Know: English/Language Arts (page 2)

Directions: Create flash cards with the prefix/suffix/root on the front and its meaning on the back. Study these flash cards for 20 minutes a day in order to be able to understand new vocabulary words.

Prefix	Meaning	Suffix	Meaning
anti-	against	-able, -ible	can be done
de-	opposite	-al, -ial	having characteristics of
dis-*	not, opposite of	-ed*	past-tense verbs
en-, em-	cause to	-en	made of
fore-	before	-er	comparative
in-, im-	in	-er,	one who
in-, im-, il-, ir-*	not	-est	comparative
inter-	between	-ful	full of
mid-	middle	-ic	having characteristics of
mis-	wrongly	-ing*	verb form/ present participle
non-	not	-ion, -tion, -ation, ition	act, process
over-	over	-ity, -ty	state of
pre-	before	-ive, -ative, -itive	adjective form of a noun
re-*	again	-less	without
semi-	half	-ly*	characteristic of
sub-	under	-ment	action or process
super-	above	-ness	state of, condition of
trans-	across	-ous, -eous, -ious	possessing the qualities of
un-*	not	-s, -es*	more than one
under-	under	-y	characterized by

Latin Root	Definition
ambi	both
aqua	water
aud	to hear
bene	good
cent	one hundred
circum	around
contra/counter	against
dict	to say
duc/duct	to lead
fac	to do; to make
form	shape
fort	strength
fract	to break
ject	throw
jud	judge
mal	bad
mater	mother
mit	to send
mort	death
multi	many
pater	father
port	to carry
rupt	to break
scrib/scribe	to write
sect/sec	to cut
sent	to feel; to send
spect	to look
struct	to build
vid/vis	to see
voc	voice; to call

Answers:
1) Script, 2) Sub, 3) Trans, 4) Rupt, 5) Less

Directions: Use your knowledge of root words, prefixes, and suffixes in order to create words to complete the sentences.

- If I write over a line it is called super _____.
ROOT
- If I write under a line it is called _____ script.
PREFIX
- If I am moving across continents I am _____ continental.
PREFIX
- When I break up a conversation I inter _____ it.
ROOT
- Someone who acts without thinking is thought _____.
SUFFIX

Using Resources

Dictionary: A dictionary is a book filled with definitions of words that make up a language. Use a dictionary to look up: Correct spellings, Pronunciations, Definitions, Parts of speech, Word origins (what other languages the word came from).

Thesaurus: A thesaurus is a book of words and their synonyms (words with similar meanings). Use a thesaurus to help you find new ways to say words you use commonly—they are a great tool to expand your vocabulary!

Important Note about GUIDE WORDS: Guide words (or Key words) appear at the tops of pages in dictionaries, encyclopedias, and other reference books. They let you know what information can be found on each page. The guide words tell you the first and last words (or topics) that will be defined or discussed on that page, letting you know that words alphabetically in-between are listed there as well. **For example:** If the guide words were *amputate* and *ancient*, you would know that “*ambiguous*” would not be on that page BUT “*analyze*” would be.



amputate

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ancient

am-pli-fy (am'plə fī) □ verb amplified, amplifying, amplifies
amputate verb To cut off part of: *amputated a finger.*
 am-pu-tate (am'pyoo tāt') □ verb amputated, amputating, amputates
amuse verb 1. To hold someone's attention in a pleasant or agreeable way: *She amused us with adventure stories.* 2. To cause to laugh or smile: *The new toy amused the child.*
 a-muse (ə myooz') □ verb amused, amusing, amuses

analysis noun The separation of something into its basic parts to find out what it contains or is made of: *An analysis of the water showed that it contained chemical pollutants.*
 a-nal-y-sis (ə nal'i sis) □ noun, plural a-nal-y-ses (ə nal'i séz)
analyze verb 1. To separate something into its basic parts to find out what it contains or is made of: *They analyzed the ore and found iron in it.* 2. To examine in detail: *We analyzed our plan to see why it had failed.*
 an-a-lyze (an'ə līz') □ verb analyzed,

What Every Rising 7th Grader Should Know: English/Language Arts (page 3)

Directions: Create flash cards for each Genre (Fiction, Nonfiction, Drama, Poetry) and Sub-Genre (Science fiction, Article, Fantasy, etc.) Study flash cards for at least 20 minutes a day. When reading books this summer try to identify the genre of each using the characteristics below.

Fiction

Fiction is a genre of literature that uses **Characters** (who the story is about), **Setting** (location, time in history, time of day), and **Plot** (the events that happen in the story) to convey events that are **not real**.

- ⇒ **Science Fiction:** a fictional story that is often set in the **future**. It usually has elements of **science, technology, space, and/or time travel**
- ⇒ **Historical Fiction:** a fictional story that uses **real events that happened in the past** and **real historical figures** but tells a **story that is not real**
- ⇒ **Realistic Fiction:** a fictional story often set in the present that has **believable characters, setting, and events that could actually happen** (plot)
- ⇒ **Fantasy:** a fictional story that has **unusual elements** (magic, vampires, werewolves) that are **not likely to happen in real life**
- ⇒ **Mystery:** a fictional story that has a **puzzle or a crime that needs to be solved**. The main character is often a **detective** and the **puzzle/crime isn't solved until the very end**.
- ⇒ **Folktales:** a fictional story **told among a group of people who share a culture**. Usually folktales are **passed down orally** from one generation to the next.
 - **Tall Tale**—a form of folktale that is **usually humorous**. It could be about real person or a made up character but the story will include **unbelievable exaggerations**.
 - **Myth**—a form of folktale that is **considered sacred**. This may include **stories about a creator, gods, and how things came to be**.
 - **Fable**—a form of folktale that **often teaches a moral lesson using talking animals as characters**
 - **Legend**—a form of folktale that is **based on a real person or event but cannot be proven true**
 - **Fairy Tale**—a form of folktale that has **unrealistic characters** (wizards, fairies, magic), **unrealistic events** (magic pumpkins, poisoned apples that make you sleep), and a **happy ending**. Often they begin with **"Once Upon a Time..."**

Non-Fiction

Non-Fiction: A genre of literature that gives **true facts** about **real-life** topics.

- ◆ **Biography:** a non-fiction text that is the **true story of a person's life** written by someone else. The events in this text are usually told in **chronological order** (order in which they happened)
- ◆ **Autobiography:** a non-fiction text that is the **true story of a person's life** written by or told by **THAT person**.
- ◆ **Essay:** a non-fiction text that **reflects the author's outlook or opinion** about a topic and is usually meant to **persuade the reader to agree with the author**.
- ◆ **Speech:** a non-fiction text that is a **transcript** (word for word) of a **public address** (speaking publically), usually by a well known person.
- ◆ **Textbook:** a non-fiction text that is a **trustworthy and detailed description** about a topic (Math, Science, Geography) that is supported by true facts
- ◆ **Reference Book:** A non-fiction text that is used as a **quick source of factual information** (dictionary, encyclopedia, almanac, atlas, etc.)
- ◆ **Newspaper Article:** a non-fiction text that is a **factual account of an important event**. The writer shows all sides of the issue (pros/cons, good/bad) and gets their information from a credible source (a source that can be trusted to tell the truth)

Answers:
1) Fiction: Fairy Tale, 2) Non Fiction: Textbook, 3) Fiction: Historical Fiction, 4) Non Fiction: Essay

1.) Once upon a time there was young girl and boy who get lost in the woods and stumble upon a gingerbread house. They eat a bunch of it, until they find out it's a magical witch's house. She enslaves them, cages them, and feeds them candy to fatten them up as she intends to eat them. Will they kick her into the oven and escape?

Circle the Genre: Fiction Non Fiction

Circle the Sub-Genre:

- A) Folktale B) Mystery C) Fairy Tale D) Historical Fiction

3.) It is the story of a young boy who lives with his family next door to one of America's founding fathers, Benjamin Franklin. This young boy finds Franklin conducting some kooky experiments, overhears some of Franklin's secret meetings, and has the opportunity to help in a big way.

Circle the Genre: Fiction Non Fiction

Circle the Sub-Genre:

- A) Folktale B) Mystery C) Fairy Tale D) Historical Fiction

2.) A book that contains brief overviews of major events in American history. It was created for students to learn about the colonization of Jamestown, George Washington, the Civil War, and more.

Circle the Genre: Fiction Non Fiction

Circle the Sub-Genre:

- A) Essay B) Textbook C) Article D) Speech

4.) In this text the author discusses the horrible conditions and overcrowding present in many animal shelters and kennels. She tries to convince readers to adopt these animals and argues the many virtues of dog ownership.

Circle the Genre: Fiction Non Fiction

Circle the Sub-Genre:

- A) Essay B) Textbook C) Article D) Speech

What Every Rising 7th Grader Should Know: English/Language Arts (page 4)

Student Editorial

If schools don't want to remain in the Dark Ages, they have to allow students to bring cell phones to our classes. They have become an essential part of our lives, and almost everyone has one or wants one.

If for no other reason, we need to have cell phones with us for safety. Our parents want us to have them so that if anything happens, we can get in touch with them right away. I read that my favorite teen actress, Sara Jackson Milford, carries a cell phone to her school so that she can call her home or her agent whenever she wants. My mom says that she has more peace of mind because she knows that I can call her whenever I need her.

Parents call us on cell phones for little everyday things, too, like reminding us of a dental appointment or a piano lesson, or telling us about a change in plans after riding the bus home instead of waiting to be picked up at school. Cell phones simplify things for everyone.

Cell phones that can take pictures are helpful, too. You can use them for class, for photo essays and things like that. They are even being used to help solve crimes. In Australia, neighborhood watch groups are using cell phones in policing their communities. In Japan, people can send pictures directly to the police. Having cell phones in school could help cut down on vandalism or other inappropriate behavior as any student could click a picture of the culprit and share it with the principal or the authorities.

The students at one high school in Florida helped to convince state legislators to change the law that banned cell phones in schools. Now individual school districts set their own policies. At this Florida high school, students can have cell phones at school, but they have to be turned off and kept in their lockers. Still, they get to have them there so that they can use them as soon as school is out. The principal said that most of the 1,700 students there have cell phones.

There's no point in sticking our heads in the sand. The world is changing quickly, and our school policies need to change to keep up with them. Cell phones are just a fact of life. They aren't going away.

School Representative Editorial

Our school district policy has forbidden cell phones and pagers from the time they first began to appear on our campuses. Originally we feared that they might be used for inappropriate activities. Today the picture has changed, and cell phones are much more commonly used. But that does not mean students can use their cell phones whenever and wherever they like. For their own good, students need to comply with school policy.

Think about the last time you were in a theater and someone's cell phone rang. It is very annoying to have an evening's entertainment interrupted by someone's thoughtlessness. Now, imagine a classroom in which someone's cell phone suddenly rings in the middle of a discussion or a test. It is even more disruptive in such a situation. Students insist that they would remember to turn them off for class, but we know that would not work. Parents need only consider how forgetful young people can be to know that probably more than one cell phone would be ringing during class time. I have children of my own, and I realize that there are both advantages and disadvantages to having cell phones at school. It is my sincere belief that the disadvantages outweigh the advantages.

If a crisis, such as a fire, were to occur at school, cell phones in the hands of hundreds of students would not help the situation. In fact, it would hurt. Rescuers might be prevented from receiving the call for help as too many calls would flood the available phone lines. Also, parents receiving calls could quickly flood the area, getting in the way of firefighters and rescue workers. Just having so many calls being made could also overload cell phone systems and interrupt communication among emergency workers.

Unfortunately, cell phones can also be used for less acceptable reasons than communicating with parents. Text messaging allows students to communicate silently during a test, offering a new form of distraction. Also, phones that snap pictures can be used to invade the privacy of others in a number of unpleasant ways. Adults cannot be present in every corner of a school monitoring the students' use of cell phones.

Our policy has been developed with the well-being of the students in mind. Providing a learning environment that is as peaceful and secure as possible is our goal. Cell phones interfere with creating such an environment.

1) In the student's editorial, what is the main idea of the third paragraph?

- A) Cell phones can help students keep appointments
- B) Cell phones make it easier for parents to contact students
- C) Students often have appointments like piano lessons after school
- D) Parents have to call the school office to send messages to students

The **Topic** is what the passage is about. The **Main Idea** is a statement that tells the author's position, or how the author feels, about that topic.

What is the topic of the Student Editorial?

*In the third paragraph (paragraphs start with a space called an **Indentation**) what is the author's position on the topic?*

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2) How is the Student Editorial organized?

- A) by describing the process of parents getting cell phone for their children
- B) by telling the reasons for and positive effects of cell phone usage
- C) by presenting a problem concerning cell phones and how it can be solved
- D) by including questions about cell phone usage in school followed by answers

It is important that a reader understand the way a text is structured so that they know how to locate information within that passage. Some common text structures are:

Cause and Effect: Cause is **why something happened**. Effect is **what happened**.

Compare and Contrast: Shows how two or more things are **alike and/or different**

Sequence: Describes items or **events in order** or tells the **steps to follow** to do something/make something

Problem and Solution: Tells a **problem** then **gives one or more possible solutions**

Description: A topic, idea, person, place, or thing is **described by listing its features, characteristics, or examples**

3) Which one of these statements is an opinion?

- A) Our school district policy has forbidden cell phones and pagers from the time they first began to appear on our campuses.
- B) It is very annoying to have an evening's entertainment interrupted by someone's thoughtfulness.
- C) In Australia, neighborhood watch groups are using cell phones in policing their communities.
- D) The students at one high school in Florida helped to convince state legislators to change the law that banned cell phones in schools

A **Fact** is a statement that can be **proven true or false**

An **Opinion** is a statement that shows **what someone believes or feels**
Opinions have words that show **bias**. **Bias** is **what a person prefers**.

What word(s) in the sentences below shows what the author prefers?

Dogs are better than cats.

Presidents are more effective when they only serve 2 years.

The orange dress is the prettiest.

4) The School Representative will most likely

- A) Allow students to bring phones to school
- B) Hold a meeting with students to change cell phone policy
- C) Speak with the Board of Education to reconsider the current cell phone policy
- D) Reinforce the current punishment for students bringing cell phones to school

Questions like these ask students to **Draw Conclusions**. Drawing Conclusions means you must access your **schema (what you know about life)** and **textual evidence (what the text says)** to create a new idea.

What do you know from the text about the School Representative?

What do you know from the text about the school's cell phone rules?

What do you know from your own experience about having a cell phone in school?

What will the School Representative most likely do next?