

GRADE 7 ELA/Literacy Expectations

In grade 7, the Common Core State Standards call for students to demonstrate an emerging sophistication in their ability to read challenging complex texts closely (RL/RI.7.10) such that they can cite multiple instances of specific evidence to support their assertions (RL/RI.7.1). By the end of grade 7, students should be able to recognize the interplay between setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They become adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence. Additional [Standards for Reading Literature](#) (RL.7.2-9) and [Standards for Reading Informational Text](#) (RI.7.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

Following the guidelines in the [Speaking and Listening Standards](#), in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can analyze the effect of specific word choice on tone.

Their growing maturity as writers (as reflected in the expectations of the [Writing Standards](#)) means students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

Adapted from the PAARC Model Content Framework for ELA/Literacy for Grade 8

Understanding this Document

Standards with multiple parts (a, b, c...) list each part separately. Standards headings have been omitted.

Red text indicates any addition to the standard since seventh grade.

* indicates skills and understandings that are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Bold standards indicate the power standards as determined collaboratively by ELA/Reading teachers from North and South Middle Schools.

Vocabulary words were determined collaboratively by ELA/Reading teachers from North and South Middle Schools. Teachers may add to these vocabulary lists in their own classes, but will explicitly teach the vocabulary words in this document to all students during the trimester indicated. It is expected, as outlined in our Westfield Public School District Literacy Action Plan, that all teachers will use interactive word wall strategies to reinforce vocabulary understanding along with other effective vocabulary strategies.

Essential Questions were approved by ELA/Reading teachers from North and South Middle Schools. Essential questions are overarching questions that provide focus for units of study and are aligned to big ideas, concepts, or themes. Essential questions are the mental velcro that helps ideas stick. Essential questions encourage higher-level thinking and place a focus on why or how this big idea, concept, or theme is important to the student. Essential questions help students to make learning relevant and to make connections to the real-world.

All on-going standards will be explicitly introduced by the end of October. These standards will be addressed each trimester throughout the school year.

Technology Focus	On-Going Standards
<div data-bbox="159 233 625 310" style="border: 1px solid black; padding: 5px; text-align: center;"> <h2 style="margin: 0;">Grade7</h2> </div> <div data-bbox="163 354 613 483" style="text-align: center;">  <p style="margin: 0;">Publications using Publisher</p>  </div> <div data-bbox="163 521 625 1442" style="border: 1px solid black; padding: 5px;"> <p>Word Features:</p> <p>Home:</p> <ul style="list-style-type: none"> ○ Numbering ○ Multi-level List ○ Define new bullet ○ Paragraph ○ Change list level ○ Sort ○ Add/Delete space ○ Shading ○ Borders <p>Insert:</p> <ul style="list-style-type: none"> ● Tables <p style="margin-top: 10px;">... .</p> </div>	<p>RL. 7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 58.)</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated and appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)</p> <p>L.7.2b. Spell correctly.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Grade 7 Trimester 1			
September	October	November	
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>7.2e. Establish and maintain a formal style.</p> <p>L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.4c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>4d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning or in a dictionary).</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but NOT <i>He wore an old[,] green shirt</i>).</p> <p>L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.MA8.A. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
Essential Questions	<ul style="list-style-type: none"> How will knowing the structure of an informational piece help you to develop your own ideas? How much is told explicitly and how much is inferred? (How much needs to be read between the lines?) Do authors have a responsibility to society? What role do other people’s views play in your opinions? 	<ul style="list-style-type: none"> How will students use informational text in everyday life outside of school? How will knowing the structure of an informational piece help you to develop your own ideas? How will using different sentence structures impact your writing? How does an author’s use of point of view impact readers’ perceptions of and reactions to the text? 	<ul style="list-style-type: none"> Why is it important to draw and use information from multiple sources when conducting research? How does a writer determine when to quote or paraphrase? How does the interaction of story elements shape understanding? Why does word choice matter?
<p>Vocabulary— textual evidence, analysis, explicit, inference, cite, citation, structure, collaboration, context, figurative language, connotative and technical meanings, word choice, mood, tone, point of view, purpose, position</p>			

Grade 7 Trimester 2			
December	January	February	
<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9a. Apply grade 7 Reading standards to literature (e.g., “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”).</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>SL.7.1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6. 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.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and emphasize salient points.</p>	
Essential Questions	<ul style="list-style-type: none"> How do readers and writers recognize sound reasoning and relevant evidence? 	<ul style="list-style-type: none"> Why is it important to acknowledge and understand opposing viewpoints? How does the medium or format affect the presentation of information? 	<ul style="list-style-type: none"> Why is the vocabulary writer’s use in an argument important?
<p>Vocabulary— soliloquy, sonnet , connotation, denotation, allusion, claim, evidence,</p>			

Grade 7 Trimester 3		
March	April	May/June
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1d. Establish and maintain a formal style.</p> <p>W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. 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.</p> <p>RL.7.4. 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.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9. 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.</p> <p>W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>SL.7.2. Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>
<p>Essential Questions</p> <p>What is theme?</p> <p>How can summarizing help overall comprehension of theme?</p> <p>How does determining the theme or central idea contribute to understanding the text?</p> <p>What makes an effective oral presentation?</p>	<p>Why is word choice important for an author to consider when addressing audience, purpose and meaning?</p>	<p>How can information from other places and times impact me?</p>
<p>Vocabulary—trace, theme/central idea, evaluate, narrative, compare and contrast, transition words, conclusion</p>		