

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 7

Narrative Summary of ELA Standards for Grade 7

In grade 7, the Common Core State Standards expect 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 are 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 impact of specific word choice on tone.

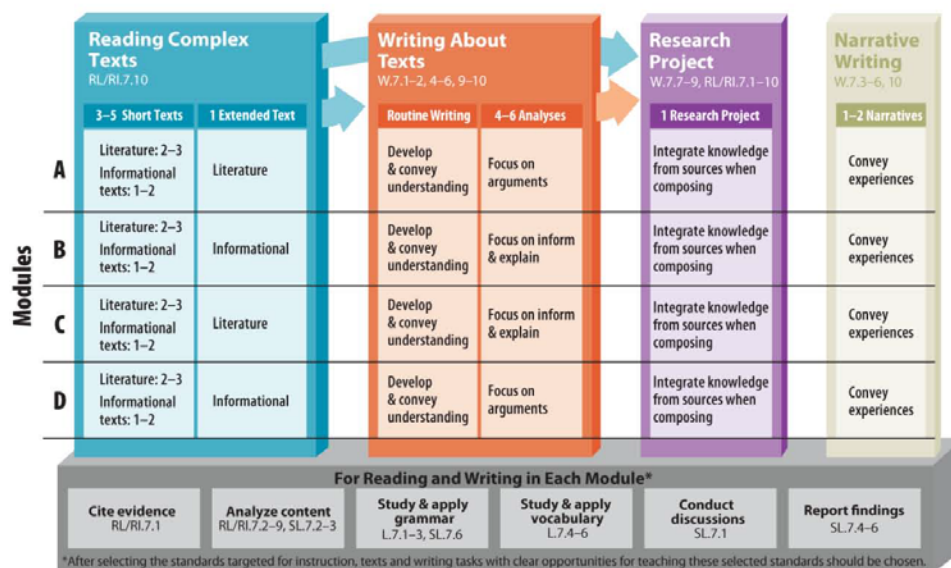
The growing maturity as writers (as reflected in the expectations of the [Writing Standards](#)) means they are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions 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.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 7

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 7 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA Standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.³⁶ Educators can create coherence within the curriculum as a

³⁶ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).
- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.³⁷

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.7.1 and W.7.9), as well as on crafting works that display logical integration and coherence (W.7.4, W.7.5 and L.7.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student’s ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

³⁷ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)³⁸

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 7, students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based upon it (RL/RI.7.1).

Analyze content: The content of each text should determine which standards (RL/RI.7.2–9 and SL.7.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.7.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.7.4–6).³⁹ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information

³⁸ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

³⁹ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

and modify their understanding as warranted (SL.7.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes (SL.7.4–6).

Writing Standards Progression from Grade 6 to Grade 7

In grade 7, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.7.1–3).

Specific changes in the Writing Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (W.6.1)	Grade 7, Standard 1 (W.7.1)
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence <u>logically</u>. b. Support claim(s) with <u>logical reasoning</u> and relevant evidence, using <u>accurate</u>, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to <u>create cohesion and</u> clarify the relationships among claim(s), reasons, <u>and evidence</u>. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from <u>and supports</u> the argument presented.
Grade 6, Standard 2 (W.6.2)	Grade 7, Standard 2 (W.7.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., 	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic <u>clearly, previewing what is to follow</u>; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include

<p>charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to <u>create cohesion and</u> clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented.
Grade 6, Standard 3 (W.6.3)	Grade 7, Standard 3 (W.7.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context <u>and point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action and</u> convey experiences and events. e. Provide a conclusion that follows from <u>and reflects on</u> the narrated experiences or events.
Grade 6, Standard 4 (W.6.4)	Grade 7, Standard 4 (W.7.4)
Produce clear and coherent writing in which the	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.)	development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 6, Standard 5 (W.6.5)	Grade 7, Standard 5 (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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	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, <u>focusing on how well purpose and audience have been addressed</u> . (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 7</u> on page 52.)
Grade 6, Standard 6 (W.6.6)	Grade 7, Standard 6 (W.7.6)
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources as well as</u> to interact and collaborate with others, <u>including linking to and citing sources</u> .
Grade 6, Standard 7 (W.6.7)	Grade 7, Standard 7 (W.7.7)
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation</u> .
Grade 6, Standard 8 (W.6.8)	Grade 7, Standard 8 (W.7.8)
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u> ; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism <u>and following a standard format for citation</u> .
Grade 6, Standard 9 (W.6.9)	Grade 7, Standard 9 (W.7.9)
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 7 Reading standards</u> to literature (e.g., "Compare and contrast <u>a fictional portrayal of a time, place, or</u>

poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<u>character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</u> b. Apply <u>grade 7 Reading standards</u> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u> ").
Grade 6, Standard 10 (W.6.10)	Grade 7, Standard 10 (W.7.10)
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.	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.

Speaking and Listening Standards Progression from Grade 6 to Grade 7

In grade 7, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (SL.6.1)	Grade 7, Standard 1 (SL.7.1)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 7 topics, texts, and issues</u> , building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions, <u>track progress toward</u> specific goals and deadlines, and define individual roles as needed. c. Pose questions <u>that elicit</u> elaboration <u>and respond to others' questions and</u>

under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	comments <u>with relevant observations and ideas that bring the discussion back on topic as needed.</u> d. <u>Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
Grade 6, Standard 2 (SL.6.2)	Grade 7, Standard 2 (SL.7.2)
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<u>Analyze the main ideas and supporting details</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain <u>how the ideas clarify</u> a topic, text, or issue under study.
Grade 6, Standard 3 (SL.6.3)	Grade 7, Standard 3 (SL.7.3)
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, <u>evaluating the soundness of the reasoning and the relevance and sufficiency of the</u> evidence.
Grade 6, Standard 4 (SL.6.4)	Grade 7, Standard 4 (SL.7.4)
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, <u>emphasizing salient points in a focused, coherent manner with</u> pertinent descriptions, facts, details, <u>and examples</u> ; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 6, Standard 5 (SL.6.5)	Grade 7, Standard 5 (SL.7.5)
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify <u>claims and findings and emphasize salient points.</u>
Grade 6, Standard 6 (SL.6.6)	Grade 7, Standard 6 (SL.7.6)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grade 7</u> Language standards 1 and 3 on page 53 for specific expectations.)