

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 7

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.