

7th Grade



A Teacher's Guide to the PARCC Model Content Frameworks

English Language Arts/Literacy
Common Core State Standards

The Letter and Spirit of 7th Grade.....

Reading

- ❖ *Read challenging complex literature and informational text (RL/RI.7.10) closely such that they can cite multiple instances of specific evidence to support their assertions. (RL/RI.7.1)*
- ❖ *Recognize the interplay between setting, plot and characters and provide an objective summary of a text apart from their own reaction to it.*
- ❖ *Step 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.*
- ❖ *Trace how an argument develops within a text and assess the validity of the evidence.*
- ❖ *See RL/RI 7.2-9 for detailed expectations.*

Speaking/Listening

- ❖ *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.*
- ❖ *Students' vocabularies can distinguish between denotative and connotative meaning and can analyze the effect of specific word choice on tone.*

Writing

- ❖ *Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics.*
- ❖ *Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas.*
- ❖ *Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.*



Literacy Standard for Other Disciplines in Grade 6-8

- ❖ *Instruction in reading, writing, speaking, listening and language is a **SHARED RESPONSIBILITY** within schools.*
- ❖ *All fields of study demand analysis of complex texts*
- ❖ *All fields of study require use of strong oral and written communication skills using discipline-specific discourse*

All fields of study must build robust instruction around discipline-specific literacy skills to better prepare students for college and careers.

Model Content Frameworks

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The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic reading as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Integrated Throughout the Year

Analyze Content

Students should carefully gather observations about a text examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately. (RL/RI.7.2-9 and SL.7.2-3)

Conduct Discussions

Students should engage 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 and modify their understanding as warranted. (SL.7.1)

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.

Cite Evidence

Students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based on it. (RL/RI.7.1)

Report Findings

Students should use appropriate eye contact, adequate volume and clear pronunciation, as they orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes. (SL.7.4-6)

Understand 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). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Informational texts: 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

Examples of Literature: 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

7th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Extended Text

Literature - (novel or play)



Literature 2-3 Informational Texts 1-2	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts Present analyses in writing as well as through speaking.
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1 Extended Text (2-3 weeks)	
Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	

Connect the extended text to 1 or more short texts.

Writing To Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses- 4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and synthesize relevant information from several texts in various media or formats
- Assess the accuracy of each source
- Use a standard citation format to acknowledge the conclusions of others
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and practice sequencing events and ideas through narrative descriptions

7th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Literature 2-3	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts Present analyses in writing as well as through speaking.
Informational Texts 1-2	

Extended Text

Informational Texts



1 Extended Text (2-3 weeks) Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	
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Connect the extended text to 1 or more short texts.

Writing To Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses- 4-6 Analyses That Focus on Informative/Explanatory

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned with standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and synthesize relevant information from several texts in various media or formats
- Assess the accuracy of each source
- Use a standard citation format to acknowledge the conclusions of others
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative description

7th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Extended Text

Literature - (novel or play)



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	Present analyses in writing as well as through speaking.

1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Connect the extended text to 1 or more short texts.

Writing To Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Informative & Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and synthesize relevant information from several texts in various media or formats
- Assess the accuracy of each source
- Use a standard citation format to acknowledge the conclusions of others
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and practice sequencing events and ideas through narrative descriptions

7th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	Present analyses in writing as well as through speaking.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Connect the extended text to 1 or more short texts.

Writing To Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Write Analyses - 4-6 Analyses That Focus on Arguments*

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and synthesize relevant information from several texts in various media or formats
- Assess the accuracy of each source
- Use a standard citation format to acknowledge the conclusions of others
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

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> <ol 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> <ol 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> <ol 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., charts, tables), and multimedia when useful to aiding comprehension. 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 from the information or explanation presented. 	<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> <ol 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 formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 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.

<p>Grade 6, Standard 3 (W.6.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing</p> <ol style="list-style-type: none"> Context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>Grade 7, Standard 3 (W.7.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or
<p>Grade 6, Standard 4 (W.6.4)</p> <p>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>Grade 7, Standard 4 (W.7.4)</p> <p>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>Grade 6, Standard 5 (W.6.5)</p> <p>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.)</p>	<p>Grade 7, Standard 5 (W.7.5)</p> <p>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 52.)</p>
<p>Grade 6, Standard 6 (W.6.6)</p> <p>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.</p>	<p>Grade 7, Standard 6 (W.7.6)</p> <p>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>Grade 6, Standard 7 (W.6.7)</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Grade 7, Standard 7 (W.7.7)</p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>

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)
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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 poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>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”).</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast <u>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</u>”).</p> <p>b. Apply <i>grade 7 Reading standards</i> 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>”).</p>
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)
<p>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.</p> <ol style="list-style-type: none"> 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 under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u><i>grade 7 topics, texts, and issues</i></u>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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> comments <u>with relevant observations and ideas that bring the discussion back on topic as needed.</u> d. <u>Acknowledge new information</u> expressed <u>by others and, when warranted, modify their own views.</u>
Grade 6, Standard 2 (SL.6.2)	Grade 7, Standard 2 (SL.7.2)
<p>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.</p>	<p><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.</p>
Grade 6, Standard 3 (SL.6.3)	Grade 7, Standard 3 (SL.7.3)
<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Delineate a speaker's argument and specific claims, <u>evaluating the soundness</u> of the <u>reasoning and the relevance and sufficiency of the</u> evidence.</p>
Grade 6, Standard 4 (SL.6.4)	Grade 7, Standard 4 (SL.7.4)
<p>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.</p>	<p>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.</p>

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 52 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 52 for specific expectations.)

PARCC

Model Content Framework

English Language Arts/Literacy

For more information visit
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