

Jemez Valley Public Schools
SEVENTH GRADE LANGUAGE ARTS • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand I: Reading and Listening for Comprehension			
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Use the various parts of a text to locate specific information (index, table of contents, glossary)</p> <p>Summarize information and make connections to related topics/information.</p> <p>Demonstrate competence in the skills and strategies of the reading process (year long).</p> <p>Read a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems) (year long)</p> <p>Use knowledge of context and vocabulary to understand informational text</p> <p>Generate questions and monitor comprehension.</p> <p>Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context. (year long)</p> <p>Identify literary devices such as figurative language, diction, dialogue, metaphor, simile, alliteration, etc.</p> <p>Identify elements of plot.</p> <p>Identify themes and values. Interpret texts and literary selections.</p> <p>Identify characteristics of literary works as they are presented.</p>	<p>Determine the importance of the information.</p> <p>Analyze problems and solutions within various texts and situations.</p> <p>Utilize the problem-solving process within various contexts and situations.</p> <p>Construct essays and presentations that respond to a given problem by proposing a solution that includes relevant details.</p> <p>Identify the effect of literary devices such as figurative language, diction, dialogue and description.</p> <p>Identify themes, values, and conflicts in a selection.</p> <p>Draw inferences (year long)</p> <p>Determine how the use of literary devices, such as personification, metaphor, simile and alliteration convey the author's intent.</p> <p>Analyze what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work.</p> <p>Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.</p> <p>Accurately identify author's purpose and perspective</p>	<p>Synthesize information by responding to information that is read, heard or viewed.</p> <p>Identify elements of a research project.</p> <p>Examine critical relationships between and among elements of a research topic.</p> <p>State a firm judgment.</p> <p>Justify the judgment with logical, relevant reasons, clear examples, and supporting details.</p> <p>Respond to various texts and literary selections by analyzing the influence of setting on the problem and its resolution.</p> <p>Create an organizing structure appropriate to purpose, audience, and context.</p> <p>Evaluate texts and literary selections.</p> <p>Interpret universal themes, values and conflicts in a selection.</p> <p>Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</p> <p>Develop criteria to evaluate arguments and judgments.</p>	<p>Develop informational products and/or presentations that cite multiple print and non-print sources by:</p> <p>(a)identifying and using appropriate primary and secondary sources</p> <p>(b)comparing & contrasting information from different sources about the same topic</p> <p>Evaluate information for extraneous details, inconsistencies, relevant facts, and organization.</p>

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Strand II: Writing and Speaking for Expression Standard: Students will communicate effectively through speaking and writing.			

<p>Interact in group discussions by offering personal opinions confidently without dominating.</p> <p>Identify all parts of speech and types and structure of sentences.</p> <p>Correctly spell bases and affixes.</p> <p>Interact in group discussions by giving valid reasons that support opinions and soliciting and considering others'™ opinions (year long).</p> <p>Use figurative language and a variety of speech patterns.</p> <p>Express individual perspective in response to personal, social, cultural, and historical issues.</p> <p>Identify and use infinitives and participles and make clear references between pronouns and antecedents</p> <p>Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons. (year long)</p> <p>Apply the parts of speech to clarify language usage.</p> <p>Proofread, listen to, and monitor self to correct errors. (year long)</p> <p>Place modifiers properly and use the active voice.</p>	<p>Choose precise and engaging language, well suited to the topic and audience, in a variety of oral presentations. (through December)</p> <p>Punctuate by correctly using hyphens, dashes, brackets, and semicolons.</p> <p>Express individual perspective in written response to personal, social, cultural, and historical issues.</p> <p>Spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.</p> <p>Use figurative language and a variety of speech patterns to convey meaning.</p> <p>Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.</p>	<p>Differentiate shades of meaning and multiple meanings of words.</p> <p>Produce research reports and technical writings that communicate information effectively to a specific audience.</p> <p>Analyze the effect on the viewer of images, text, and sound in electronic journalism</p> <p>Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies (through May)</p> <p>Use correct and varied sentence types and sentence openings (through May)</p>	<p>Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas</p> <p>Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas</p>
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Strand III: Literature and Media			
Standard: Students will use literature and media to develop an understanding of people, societies, and the self.			
<p>Identify themes in literary works.</p> <p>Identify the elements of plot.</p> <p>Identify examples of distortion and stereotype in literary works.</p> <p>Identify recurring themes in literary works.</p> <p>Identify characteristics of characters in literary works.</p> <p>Make connections between themes and personal issues and experiences. (year long)</p>	<p>Identify recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.</p> <p>Identify and analyze themes across works from a variety of cultures.</p> <p>□□ Critique the credibility of characterization and the degree to which a plot is contrived or realistic.</p>	<p>Analyze themes and central ideas in literature and media in relation to personal issues and experiences.</p> <p>Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.</p> <p>Identify significant literacy devices (metaphor, symbolism, dialect).</p>	<p>Identify and use significant literacy devices (metaphor, symbolism, dialect, irony) of poetry.</p>