

**Jemez Valley Public Schools**  
**EIGHTH 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>Interpret and define key vocabulary. (year long).</p> <p>Use the various parts of a text to locate specific information (index, table of contents, glossary)</p> <p>Identify the topic sentence in a reading selection. (year long)</p> <p>Evaluate bias, messages, and underlying assumptions of a variety of texts and media. □□Recognize when information presented in a text is new knowledge. □□Narrate a personal account that uses remembered feelings. □□Apply the reading process and strategies to literary and informational texts and demonstrate understanding of main elements, perspective, and style. (year long)</p>	<p>Identify the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.</p> <p>Describe how new knowledge can be used.</p> <p>Interact in group activities and/or seminars to share personal reactions to questions raised</p> <p>Narrate a personal account that connects events to self and society.</p> <p>Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. (year long)</p> <p>Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues. (year long)</p> <p>Interact in group activities and/or seminars to give reasons and cite examples from texts to support opinions.</p> <p>Narrate a personal account that selects details that best illuminate the topics.</p> <p>Analyze and evaluate information to extend ideas.</p>	<p>Compare, contrast, and evaluate for details, main ideas, themes, actions, and main characters from oral selections. (year long)</p> <p>Interact in group activities and/or seminars to clarify, illustrate, or expand on a response.</p> <p>Narrate a personal account that establishes a point of view and sharpens focus. (year long)</p> <p>Analyze and evaluate themes and central ideas in relation to personal and societal issues.</p> <p>Share personal reactions to questions raised ask classmates for similar expansion (year long)</p> <p>Create a research product in both written and presentation form by: (a) determining purpose, audience, and context, (b) choosing a relevant topic, (c) researching and organizing information to achieve purpose using notes and memory aides to structure information, (d) supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources, and (e) citing sources used</p>	<p>Create a research product in both written and presentation form by: (a) selecting a presentation format (e.g., video, essay, interactive technology), (b) evaluating information for extraneous detail, inconsistencies, relevant facts, and organization and, (c) employing graphics, charts, diagrams, and graphs to enhance communication</p> <p>Introduce criteria to evaluate communication.</p> <p>Introduce how to examine text for arguments and develop informed opinions.</p>

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Strand II: Writing and Speaking for Expression Standard: Students will communicate effectively through speaking and writing.			
Use correct and varied sentence types and sentence openings. (year long).  Identify and use parallelism to present ideas in a series.  Juxtapose items for emphasis. <input type="checkbox"/> <input type="checkbox"/> Identify subordination, coordination, apposition, and other devices to indicate the relationship between ideas. <input type="checkbox"/> <input type="checkbox"/> Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas. (year long)	Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies). (year long)  Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.  Describe the significance of the subject to the author. (year long)  Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically developed body; and an effective conclusion. (year long)	Create written arguments to persuade by: (a) establishing context, (b) creating a persona, (c) developing interest, (d) developing a controlling idea that makes a clear and knowledgeable judgment, and (e) arranging details, reasons, and examples effectively  Create written arguments to persuade by anticipating and addressing reader/listener concerns (year long)  Create and present arguments that persuade by anticipating and addressing reader/listener concerns and counter-arguments (year long)	Identify formal and informal speaking contexts that are reflected in slang, jargon, and different language styles.  Present similar content for various purposes and to different audiences showing appropriate changes in delivery. (year long)  Evaluate the use of dialects in standard and non-standard English.
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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.			
Identify themes in literary works.  Identify the elements of plot.  Identify examples of distortion and stereotype in literary works.  Identify recurring themes in literary works. <input type="checkbox"/> <input type="checkbox"/> Identify characteristics of characters in literary works. <input type="checkbox"/> <input type="checkbox"/> Make connections between themes and personal issues and experiences. (year long)	Identify recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.  Identify and analyze themes across works from a variety of cultures.  Critique the credibility of characterization and the degree to which a plot is contrived or realistic.	Analyze themes and central ideas in literature and media in relation to personal issues and experiences.  Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.  Identify significant literacy devices (metaphor, symbolism, dialect).	Identify and use significant literacy devices (metaphor, symbolism, dialect, irony) of poetry.