<table>
<thead>
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<th>Grade Level Targets</th>
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<tbody>
<tr>
<td>Subject—Language Arts</td>
<td>Grade Level—7th Grade</td>
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<tr>
<td><strong>Word Analysis</strong></td>
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<tr>
<td><strong>Target:</strong> Differentiate the meaning and usage of commonly confused words.</td>
<td><strong>Benchmark I-D</strong> 4. Use knowledge of context and vocabulary to understand informational text. <strong>Benchmark II-B</strong> 5. Spell derivatives correctly by applying the spellings of bases and affixes.</td>
<td><strong>READEING AND LISTENING FOR COMPREHENSION</strong> D. Reading Strategies 4. Context and vocabulary</td>
<td><strong>COLLEGE AND CAREER READINESS STANDARDS LANGUAGE</strong> <strong>VOCABULARY ACQUISITION AND USE</strong> 4. Determine word meanings (based on grade 7 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic cues (e.g., sentence and paragraph context, the organizational pattern of text); using syntactic clues (e.g., the word’s position or function in the sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital b. Use a known root as a clue to the meaning of an unknown word (e.g., belligerent, bellicose, rebel). c. Verify the preliminary determination of a word’s meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., allegory) relevant to particular texts. 5. Understand word relationships a. Trace the network of uses and meanings different words have the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations. 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.</td>
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### Grade Level Targets

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### Reading Comprehension

#### Target: Relate inferences and conclusions about a text to other texts and prior knowledge.

**Q1**
- Evaluate arguments and judgments through fiction and nonfiction by providing clear and concise support.

**Q2**
- Justify judgments with logical and relevant reasons, as well as clear and concise examples.

**Q3**
- Support judgments with supporting details and through documentation with the ACE strategy.

**Q4**
- Benchmark I-A
  2. Respond to informational materials that are read, heard, or viewed by:
     a. summarizing the information;
     b. determining the importance of the information

**READING AND LISTENING FOR COMPREHENSION**

- A. Read, react to, and interpret
- 2. Summarize, make connections, draw inferences, generate questions
  a. summarizing information
  b. determining the importance of the information
  c. making connections to related topics/information
  d. drawing inferences
  e. generating questions
- B. Gather and use information
  2. Summarize, synthesize information

(11 points)

#### Target: Evaluate arguments and judgments

**Q1**
- Evaluate arguments and judgments through fiction and nonfiction by providing clear and concise support.

**Q2**
- Justify judgments with logical and relevant reasons, as well as clear and concise examples.

**Q3**
- Support judgments with supporting details and through documentation with the ACE strategy.

**Q4**
- Benchmark I-C
  2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:
     a. stating a firm judgment;
     b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and
     c. creating an organizing structure appropriate to purpose, audience, and context

**READING AND LISTENING FOR COMPREHENSION**

- C. Critical Thinking
- 2. Reasons, examples, supporting details
  a. stating a firm judgment
  b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details
  c. creating an organizing structure appropriate to purpose, audience, and context

(14 points)

### Reading Standards for Informational Text K-12

#### Key Ideas and Details

1. Cite several sources for textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how two or more central ideas in a text relate to one another, drawing on key details.

### Reading Standards for Informational Text 6-12

#### Integration of Knowledge and Ideas

8. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.
9. Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.

#### Key Ideas and Details

2. Analyze how two or more central ideas in a text relate to one another, drawing on key details.
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**Q4**
- With an accumulation Q1 – Q3 students will make some sort of presentation showing mastery of evaluating arguments and judgments.

**Target: Specify how one author’s point of view and purpose relates to those in other texts.**

**Q1** Compare authors’ point of view within short readings.

**Q2** Identify point of view through the use of characters and characterization

**Q3**

**Q4**

Benchmark I-C
3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent
4. Interpret universal themes, values, and conflicts in a selection

Benchmark I-D
3. Accurately identify author’s purpose and perspective

**READING AND LISTENING OR COMPREHENSION**

**D. Reading Strategies**
3. Author’s purpose and perspective (6 points)

**READING STANDARDS FOR INFORMATIONAL TEXTS**

**KEY IDEAS AND DETAILS**
3. Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes)

**CRAFT AND STRUCTURE**
4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author’s choice of specific words affects meaning and tone.
5. Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Describe the author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others

**LITERATURE AND MEDIA**

7. Respond to literary selections c. analyzing what impact literary elements have on the meaning of text, such as the influence of setting on the problem and its resolution

**READING STANDARDS FOR LITERATURE 6-12**

**KEY IDEAS AND DETAILS**
2. Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details

**CRAFT AND STRUCTURE**
5. Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.
| Target: Identify and determine the significance of distortion and stereotypes literary works | Benchmark III-B | LITERATURE AND MEDIA | Benchmark III-B | LITERATURE AND MEDIA | READING STANDARDS FOR LITERATURE 6-12 |
| Q1 | 1. Identify examples of distortion and stereotype in literary works. | B. Identify ideas and make connections | 3. Critique the credibility of the characterization and the degree to which the plot is contrived or realistic | 3. Identify Stereotype | KEY IDEAS AND DETAILS |
| Q2 | 2. Compare author’s stereotyping to other literary works. | 1. Identify Stereotype | 3. Characterizations (16 POINTS) | | 3. Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| Q3 | 3. Profile stereotyping through personal reflection and write or journal identification with support. | | | | CRAFT AND STRUCTURE |
| Q4 | 4. Continue on with Q1 – Q3 | | | | 4. Interpret figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone. |

| Target: Evaluate character development and how it influences the story | Benchmark III-B | LITERATURE AND MEDIA | Benchmark III-B | LITERATURE AND MEDIA | READING STANDARDS FOR LITERATURE 6-12 |
| Q1 | 1. Critique the development of an antagonist and/or protagonist in a literary work. | B. Identify ideas and make connections | 3. Critique the credibility of the characterization and the degree to which the plot is contrived or realistic | 3. Identify Stereotype | KEY IDEAS AND DETAILS |
| Q2 | 2. Differentiate how internal and external conflict affects the characters and the direction a story takes in a literary work. | 1. Identify Stereotype | 3. Characterizations (16 POINTS) | | 3. Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| Q3 | 3. Identify and interpret the situational | | | | CRAFT AND STRUCTURE |
| | | | | | 4. Interpret figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone. |
| | | | | | 6. Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s). |
### Roswell Independent School District  
**Seventh Grade Language Arts Targets**  
**DRAFT**

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<tr>
<th><strong>irony in a literary work.</strong></th>
<th><strong>Q4</strong></th>
<th><strong>Continue to assess character development through practice of Q1 – Q3 learning focuses.</strong></th>
</tr>
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</table>

| **Target:** Identify literary terms and interpret figurative language and their importance in understanding a piece of literary work. | **Benchmark I-A** | **3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.**  
**Benchmark I-C** | **3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration convey author’s intent** |
|-----------------------------|------------------|-------------------|-----------------------|

**LITERATURE AND MEDIA**  
**B. Identify ideas and make connections**  
**4. Figurative language, diction, dialogue, description**  
**5. Personification, metaphor, simile, alliteration**

<table>
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<tr>
<th><strong>INTEGRATION OF KNOWLEDGE AND IDEAS</strong></th>
<th><strong>9. Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).</strong></th>
</tr>
</thead>
</table>

| **Writing** | **Target:** Compose a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression. | **Benchmark II-A** | **1. Choose a precise and engaging language, well suited to the topic and audience.**  
**2. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.**  
**5. Express individual perspective in response to personal, social, cultural, and historical issues.** |
|-----------------------------|---------------------------------|-----------------|-----------------------|

**WRITING STANDARDS**  
**TEXT TYPES AND PURPOSES**  
**3. Write narratives in which they:**  
**a. Engage and orient the reader by establishing a context and point of view, and purposely organize a sequence of events or experiences.**  
**b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.**  
**c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences.**  
**d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.**  
**e. Provide a satisfying conclusion that follows from**

### INTEGRATION OF KNOWLEDGE AND IDEAS

**9. Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).**
### Subject—Language Arts

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**Target: Effectively utilize library resources to find and distinguish relevant and irrelevant sources of topics for research.**

- **Q1** Utilize library resources to categorize and classify fiction and non-fiction sources.
- **Q2** Locate and deduce relevant and irrelevant material.
- **Q3** Identify and compile sources for a specific topic citing sources used.
- **Q4** Critique a source to a group and state its importance and relativity.

**Benchmark I-B**

- 13. Develop informational products and/or presentations that cite multiple print and non-print resources.
  - a. identifying and using appropriate primary and secondary sources;
  - b. comparing, contrasting and evaluating information from different sources and about the same topic; and
  - c. evaluating information for extraneous details, inconsistencies, relevant facts, and organizations.

**WRITING STANDARDS**

- RESEARCH TO BUILD KNOWLEDGE
  - 8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
Target: Apply grammatical and language conventions to communicate.
Q1 – Q4
- Correctly place modifiers
- Use active voice
- Make clear references between pronouns and antecedents
- Punctuate by correctly applying hyphens, dashes, brackets, and semicolons
- Utilize commas to link two clauses with a conjunction in compound sentences.

<table>
<thead>
<tr>
<th>Benchmark II-B</th>
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<tbody>
<tr>
<td>1. Place modifiers properly and use the active voice.</td>
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<td>2. Identify and use infinitives and participles and make clear references</td>
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<td>between pronouns and antecedents.</td>
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<td>3. Identify all parts of speech and types and structure of sentences.</td>
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<td>4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.</td>
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<td>5. Spell derivatives correctly by applying the spellings of bases and affixes.</td>
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<td>6. Use a variety of sentences correctly by punctuating them properly and</td>
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<td>avoiding fragments and run-ons.</td>
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<td>7. Apply the parts of speech to clarify language usage.</td>
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<td>8. Choose language that is precise, engaging, and well suited to the topic</td>
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<td>and audience in a variety of oral presentations.</td>
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<tr>
<td>9. Use figurative language and varying speech patterns to convey meaning.</td>
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<td>10. Analyze the effect on the viewer of images, text, and sound in electronic</td>
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<td>journalism.</td>
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<td>11. Provide constructive feedback to a speaker concerning a speech’s content,</td>
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<td>delivery, and overall impact.</td>
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<td>12. Proofread, listen to, and monitor self to correct errors.</td>
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COLLEGE AND CAREER READINESS STANDARDS LANGUAGE

Conventions in Writing and Speaking
1. Observe conventions of grammar and usage
   a. Explain the function of phrases and clauses in general and their functions in specific sentences.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.
2. Observe conventions of capitalization, punctuation, and spelling.
   a. Use a comma before a coordination conjunction in a compound sentence