

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: New Mexico Content Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-  
10.**      **Reading Standards for Informational Text**

**BENCHMARK /  
STANDARD**      **Key Ideas and Details**

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY      RI.9-10.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY      RI.9-10.2.      Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-  
10.**      **Reading Standards for Informational Text**

**BENCHMARK /  
STANDARD**      **Craft and Structure**

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY      RI.9-  
10.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

**BENCHMARK /  
STANDARD**      **Production and Distribution of Writing**

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY      W.9-  
10.4.      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.)

**STRAND /  
CONTENT  
STANDARD**      **NM.SL.9-  
10.**      **Speaking and Listening Standards**

**BENCHMARK /  
STANDARD**      **Comprehension and Collaboration**

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

### Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 02: Unit 2 Writing from Notes, p. 19-28

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-  
10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade **11** - Adopted: **2012**

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.11-  
12.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**      **NM.RI.11-  
12.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

## New Mexico Content Standards

### Language Arts

#### Grade 9 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**      **NM.SL.9-  
10.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.



**STRAND /  
CONTENT  
STANDARD**

**NM.RL.11-12. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND / CONTENT STANDARD**

**NM.L.11-12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**

**NM.L.11-12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

**New Mexico Content Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**STRAND / CONTENT STANDARD**

**NM.RL.9-10.**

**Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012



**STRAND /  
CONTENT  
STANDARD**

**NM.RL.9-10.**

**Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.9-10.**

**Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.9-10.**

**Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**



BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

## New Mexico Content Standards

### Language Arts

#### Grade 9 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
STRAND / CONTENT STANDARD	NM.RL.9-10.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / BENCHMARK / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / BENCHMARK / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / BENCHMARK / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.11-12. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

##### BENCHMARK / STANDARD Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

##### BENCHMARK / STANDARD Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

##### BENCHMARK / STANDARD Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade **11** - Adopted: **2012**

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.11-  
12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**      **NM.RI.11-  
12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

## New Mexico Content Standards

### Language Arts

#### Grade 9 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.11-12.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11  
-12.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11- 12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**



BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

## New Mexico Content Standards

### Language Arts

#### Grade 9 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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#### STRAND / CONTENT STANDARD NM.RI.9-10. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.9-10.**

**Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.9-10.**

**Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 12 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.11-12. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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#### STRAND / CONTENT STANDARD NM.RI.11-12. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### STRAND / CONTENT STANDARD NM.W.11-12. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND / CONTENT STANDARD**

**NM.L.11-12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / CONTENT STANDARD**

**NM.L.11-12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

**New Mexico Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2012**

**STRAND / CONTENT STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-  
10.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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STRAND / CONTENT STANDARD	NM.SL.11-12.	Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 10: Unit 5 Writing from Pictures, p.85-90

## New Mexico Content Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9- 10.</b>	<b>Language Standards</b>
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

**STRAND /  
CONTENT  
STANDARD**
**NM.W.11-  
12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11- 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**
**NM.W.11-  
12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**
**NM.W.11-  
12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**
**NM.SL.11  
-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 11: Unit 5 Writing from Pictures, p. 91-98

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-  
12.**

**Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

**New Mexico Content Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND / CONTENT STANDARD** **NM.L.9-10.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR L.9-10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR L.9-10.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / CONTENT STANDARD** **NM.L.9-10.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade **11** - Adopted: 2012

**STRAND / CONTENT STANDARD** **NM.RI.11-12.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.11-12.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.11-12.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

PERFORMANC E STANDARD / INDICATOR	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANC E STANDARD / INDICATOR	L.11- 12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

**New Mexico Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2012**

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.9-  
10.**

**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.9-  
10.**

**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade **11** - Adopted: **2012**

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.11-12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY      RI.11-12.2.      Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STRAND / CONTENT STANDARD**      **NM.RI.11-12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**STRAND / CONTENT STANDARD**      **NM.RI.11-12.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**STRAND / CONTENT STANDARD**      **NM.W.11-12.**      **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

#### NM.RI.9-10. Reading Standards for Informational Text

#### BENCHMARK / STANDARD

#### Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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### STRAND / CONTENT STANDARD

#### NM.RI.9-10. Reading Standards for Informational Text

#### BENCHMARK / STANDARD

#### Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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### STRAND / CONTENT STANDARD

#### NM.W.9-10. Writing Standards

#### BENCHMARK / STANDARD

#### Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12.**    **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12.**    **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12.**    **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12.**    **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Mexico Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2012**

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.



PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

**New Mexico Content Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD****NM.L.9-  
10.****Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANC  
E STANDARD /  
INDICATORL.9-  
10.1(b)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD****NM.L.9-  
10.****Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANC  
E STANDARD /  
INDICATORL.9-  
10.4(a)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC  
E STANDARD /  
INDICATORL.9-  
10.4(d)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD****NM.L.9-  
10.****Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

L.9-10.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Mexico Content Standards****Language Arts****Grade 10 - Adopted: 2012****STRAND /  
CONTENT  
STANDARD****NM.RI.9-  
10.****Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

RI.9-10.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>



Craft and Structure		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
Integration of Knowledge and Ideas		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
Text Types and Purposes		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
Production and Distribution of Writing		

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

PERFORMANC E STANDARD / INDICATOR	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANC E STANDARD / INDICATOR	L.11- 12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-  
12.**

**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-  
12.**

**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Lesson 16: Unit 7 Inventive Writing, p. 147-152

### New Mexico Content Standards

#### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 12 - Adopted: 2012

#### STRAND / CONTENT STANDARD

NM.W.11-12.

#### Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### STRAND / CONTENT STANDARD

NM.W.11-12.

#### Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-  
12.**

**Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 17: Unit 7 Inventive Writing, p. 153-158

**New Mexico Content Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	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.)
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**      **NM.SL.9-  
10.**      **Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9- 10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD****NM.L.11-  
12.****Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 18: Unit 7 Inventive Writing, p. 159-166

**New Mexico Content Standards****Language Arts**

Grade 9 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD****NM.W.9-  
10.****Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards

**BENCHMARK /  
STANDARD****Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD****NM.L.9-  
10.****Language Standards****BENCHMARK /  
STANDARD****Vocabulary Acquisition and Use**PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

L.9-10.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Mexico Content Standards****Language Arts****Grade 10 - Adopted: 2012****STRAND /  
CONTENT  
STANDARD****NM.W.9-  
10.****Writing Standards****BENCHMARK /  
STANDARD****Text Types and Purposes**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCY

W.9-10.2.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANC  
E STANDARD /  
INDICATORW.9-  
10.2(a)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PERFORMANC  
E STANDARD /  
INDICATORW.9-  
10.2(b)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANC  
E STANDARD /  
INDICATORW.9-  
10.2(c)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANC  
E STANDARD /  
INDICATORW.9-  
10.2(d)

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PERFORMANC  
E STANDARD /  
INDICATORW.9-  
10.2(f)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD****NM.W.9-  
10.****Writing Standards****BENCHMARK /  
STANDARD****Production and Distribution of Writing**PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCYW.9-  
10.4.

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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD****NM.L.11-  
12.****Language Standards****BENCHMARK /  
STANDARD****Vocabulary Acquisition and Use**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYL.11-  
12.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Mexico Content Standards****Language Arts****Grade 12 - Adopted: 2012****STRAND /  
CONTENT  
STANDARD****NM.W.11-  
12.****Writing Standards****BENCHMARK /  
STANDARD****Text Types and Purposes**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYW.11-  
12.2.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(a)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(b)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(c)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(d)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(f)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD****NM.W.11-  
12.****Writing Standards****BENCHMARK /  
STANDARD****Production and Distribution of Writing**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYW.11-  
12.4.

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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

## Language Arts

### Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

#### Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-  
12.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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PERFORMANCE STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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**STRAND /  
CONTENT  
STANDARD**

**NM.RI.11-12. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-  
12.**

**Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-  
12.**

**Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Lesson 21: Unit 8 Formal Essay Models, p. 183-192

### New Mexico Content Standards

#### Language Arts

#### Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
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<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANC E STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	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.)
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade **11** - Adopted: **2012**

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

#### Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 22: Unit 8 Formal Essay Models, p. 193-200

### New Mexico Content Standards

#### Language Arts

#### Grade 9 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.W.9-10. Writing Standards

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD****NM.L.11-  
12.****Language Standards****BENCHMARK /  
STANDARD****Vocabulary Acquisition and Use**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYL.11-  
12.6.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Mexico Content Standards****Language Arts****Grade 12 - Adopted: 2012****STRAND /  
CONTENT  
STANDARD****NM.W.11-  
12.****Writing Standards****BENCHMARK /  
STANDARD****Text Types and Purposes**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYW.11-  
12.2.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(a)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(b)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(c)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(d)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

PERFORMANCE  
STANDARD /  
INDICATORW.11-  
12.2(f)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD****NM.W.11-  
12.****Writing Standards****BENCHMARK /  
STANDARD****Production and Distribution of Writing**PERFORMANCE  
STANDARD /  
BENCHMARK /  
PROFICIENCYW.11-  
12.4.

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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206



## Language Arts

### Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9- 10.</b>	<b>Writing Standards</b>
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BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-12.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>



BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.



**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>



BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.9-10.</b>	<b>Reading Standards for Literature</b>
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# New Mexico Content Standards

## Language Arts

Grade 10 - Adopted: 2012

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.9-10.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### STRAND / CONTENT STANDARD

### NM.RL.9-10. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / CONTENT STANDARD	NM.L.9-10.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-12. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.11-12. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11 -12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.11  
-12.**      **Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.11-  
12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-10.**      **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.



PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.9-  
10.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
PERFORMANCE STANDARD / INDICATOR	W.11- 12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11- 12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANCE STANDARD / INDICATOR	W.11- 12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11- 12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11  
-12.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## New Mexico Content Standards

### Language Arts

#### Grade 12 - Adopted: 2012

#### STRAND / CONTENT STANDARD

NM.W.11-12.

#### Writing Standards

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

#### STRAND / CONTENT STANDARD

NM.W.11-12.

#### Writing Standards

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

**New Mexico Content Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RI.9-10.**      **Reading Standards for Informational Text**



BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANC E STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANC E STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.9-  
10.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-  
10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**STRAND /  
CONTENT  
STANDARD**      **NM.RI.9-  
10.**      **Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.11-12. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### STRAND / CONTENT STANDARD NM.RI.11-12. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### STRAND / CONTENT STANDARD NM.W.11-12. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## New Mexico Content Standards

### Language Arts

Grade 12 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>



<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.11-12.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.11-12.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.11-12.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## New Mexico Content Standards

### Language Arts

Grade 9 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**

**NM.SL.9-10.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND /  
CONTENT  
STANDARD**

**NM.L.9-10.**

**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## New Mexico Content Standards

### Language Arts

Grade 10 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.9-10.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.9-10.10.	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 tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## New Mexico Content Standards

### Language Arts

Grade 11 - Adopted: 2012

#### **STRAND / CONTENT STANDARD**      **NM.W.11-12.**      **Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11-  
12.**

**Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**New Mexico Content Standards**

**Language Arts**

Grade 12 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	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.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.11-  
12.**

**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	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 tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.11  
-12.**

**Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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