

Main Criteria: Journeys In Writing

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 7

Journeys In Writing

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

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD

Key Ideas and Details

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

RI.7.1.

Cite several pieces of 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.7.2.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

RI.7.3.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD

Craft and Structure

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

RI.7.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD

Production and Distribution of Writing

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

W.7.4.

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.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**STRAND /
CONTENT
STANDARD** **NM.RI.7. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**STRAND /
CONTENT
STANDARD** **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STRAND /
CONTENT
STANDARD** **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of 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.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7.b.	Grade 7 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-48

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 47-54

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANC E STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANC E STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PERFORMANC E STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 4 Summarizing a Reference, pp. 55-62

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD **NM.RI.7.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR

L.7.4(a)

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

PERFORMANCE STANDARD / INDICATOR

L.7.4(b)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

PERFORMANCE STANDARD / INDICATOR

L.7.4(c)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

PERFORMANCE STANDARD / INDICATOR

L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR

L.7.5(b)

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 4 Summarizing a Reference, pp. 63-72

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / CONTENT STANDARD NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / CONTENT STANDARD NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR

W.7.9(b)

Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(a)

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(b)

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(c)

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(d)

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 4 Summarizing a Reference: pp. 73-82

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / CONTENT STANDARD NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / CONTENT STANDARD NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR

W.7.9(b)

Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND / CONTENT STANDARD

NM.W.7.

Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD

NM.SL.7.

Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(a)

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(b)

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(c)

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PERFORMANCE STANDARD / INDICATOR

SL.7.1(d)

Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD

NM.SL.7.

Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
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PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, pp. 83-92

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 5 Writing from Pictures, pp. 93-102

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.

Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR

L.7.5(b)

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**STRAND /
CONTENT
STANDARD**

NM.L.7.

Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 5 Writing from Pictures, pp. 103-110

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7.

Reading Standards for Literature

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RL.7.9.

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
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PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 12: Unit 6 Summarizing Multiple References, pp. 111-118

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD **NM.SL.7.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / CONTENT STANDARD **NM.L.7.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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**STRAND /
CONTENT
STANDARD**

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of 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.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**STRAND /
CONTENT
STANDARD**

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 15: Unit 6 Summarizing Multiple References, pp. 131-136

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 7 Inventive Writing, pp. 137-142

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(c)	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 7 Inventive Writing, pp. 143-150

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 7 Inventive Writing, pp. 151-154

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 19: Unit 7 Inventive Writing, pp. 155-161

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 20: Unit 8 Formal Essay Models, pp. 161-166

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
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BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANC E STANDARD / INDICATOR	L.7.4(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.7.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 21: Unit 8 Formal Essay Models, pp. 167-176

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.RL.7.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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**STRAND /
CONTENT
STANDARD** **NM.RI.7.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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**STRAND /
CONTENT
STANDARD** **NM.W.7.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD**

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
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PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 8 Formal Essay Models, pp. 177-184

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 23: Unit 8 Formal Essay Models, pp. 185-190

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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**STRAND /
CONTENT
STANDARD**

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.7.9(a)	Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
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PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
CONTENT
STANDARD**

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 9 Formal Critique, pp. 191-206

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(e)	Establish and maintain a formal style.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Lesson 25: Unit 9 Formal Critique, pp. 207-212		
New Mexico Content Standards		
Language Arts		
Grade 7 - Adopted: 2012		
STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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STRAND / CONTENT STANDARD **NM.L.7.** **Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / CONTENT STANDARD **NM.L.7.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 9 Formal Critique, pp. 213-222

**STRAND /
CONTENT
STANDARD** **NM.RL.7. Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND /
CONTENT
STANDARD** **NM.RL.7. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD** **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 27: Unit 9 Formal Critique, pp. 223-228

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Response to Literature, pp. 229-240

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
CONTENT
STANDARD** **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
CONTENT
STANDARD** **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**
NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
CONTENT
STANDARD**
NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD**
NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 30: Response to Literature, pp. 245-249

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STRAND /
CONTENT
STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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STRAND / CONTENT STANDARD **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / CONTENT STANDARD **NM.L.7. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.