Main Criteria: Structure and Style for Students
Secondary Criteria: New Mexico Content Standards

Subject: Language Arts
Grade: 9

#### Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

## New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

10.

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

#### STRAND / CONTENT STANDARD

NM.RL.9- Reading Standards for Literature

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

#### STRAND / CONTENT STANDARD

NM.RL.9- Reading Standards for Literature

10.

BENCHMARK / STANDARD	Range of Reading	and Level of Text Complexity
PERFORMANC RL. E STANDARD / 10.1 BENCHMARK / PROFICIENCY	,	9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 I proficiently, with scaffolding as needed at the high end of the range.

STRAND /
CONTENT
<b>STANDARD</b>

PERFORMANCE W.9-

10.3(e)

the narrative.

STANDARD /

**INDICATOR** 

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

STANDARD		
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE		
STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD /	10.3(b)	

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT	NM.W.9- 10.	Writing Standards

STANDARD

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

STRAND / CONTENT **STANDARD** 

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / CONTENT **STANDARD** 

NM.L.9-Language Standards 10.

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE L.9-STANDARD / 10.1(b) INDICATOR

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

STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

#### **New Mexico Content Standards**

#### Language Arts

Grade 9 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK /

STANDARD

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

**Key Ideas and Details** 

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

PERFORMANC E STANDARD / BENCHMARK /

**PROFICIENCY** 

**PROFICIENCY** 

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E STANDARD /

BENCHMARK / PROFICIENCY

RL.9-10.3.

RI 9-

10.2

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

10.

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

STRAND / CONTENT STANDARD

**PROFICIENCY** 

NM.RL.9- Reading Standards for Literature

10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

10.

BENCHMARK / Text Types and Purposes STANDARD

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY

PERFORMANCE L.9-

10.1(b)

STANDARD /

INDICATOR

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

STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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BENCHMARK /

PROFICIENCY

#### New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

STRAND /

NM.RL.9- Reading Standards for Literature

STRAND / CONTENT STANDARD	NM.RL.9- 10.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RL.9- 10.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STRAND / CONTENT STANDARD	NM.RL.9- 10.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# STRAND / CONTENT STANDARD

NM.RI.9- Reading Standards for Informational Text

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TANDARD		

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE		Spell correctly.

STANDARD / 10.2(c)

INDICATOR

10.

NM.L.9- Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD /	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD

**INDICATOR** 

10.

NM.L.9- Language Standards

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

#### UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

#### **New Mexico Content Standards** Language Arts Grade 9 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK /

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

**Key Ideas and Details** 

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / CONTENT **STANDARD** 

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

BENCHMARK / STANDARD		Craft and Structure					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	etermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and chnical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the anguage of a court opinion differs from that of a newspaper).					
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards					
BENCHMARK / STANDARD		Text Types and Purposes					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.					
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.					
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards					
BENCHMARK / STANDARD		Production and Distribution of Writing					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.					
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards					
BENCHMARK / STANDARD		Research to Build and Present Knowledge					
PERFORMANC E STANDARD /	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject index investigation.					

subject, demonstrating understanding of the subject under investigation.

BENCHMARK /

PROFICIENCY

PERFORMANC W.9- E STANDARD / 10.8. BENCHMARK / PROFICIENCY Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	ectively;				
STRAND / NM.W.9- Writing Standards CONTENT 10. STANDARD	riting Standards				
BENCHMARK / Range of Writing STANDARD					
PERFORMANC W.9- E STANDARD / 10.10. BENCHMARK / PROFICIENCY  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, time for research, reflection, and revision) and time for research (time for research, reflection, time for	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle sitting or a day or two) for a range of tasks, purposes, and audiences.				
STRAND / NM.SL.9- Speaking and Listening Standards CONTENT 10. STANDARD					
BENCHMARK / Comprehension and Collaboration STANDARD					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY    SL.9-   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in ground teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others and expressing their own clearly and persuasively.					
PERFORMANCE SL.9- STANDARD / 10.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a though well-reasoned exchange of ideas.	htful,				
PERFORMANCE SL.9- STANDARD / 10.1(c) Propel conversations by posing and responding to questions that relate the current discussion to broader the larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.					
PERFORMANCE SL.9- STANDARD / 10.1(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.					
STRAND / NM.SL.9- Speaking and Listening Standards CONTENT 10. STANDARD					
BENCHMARK / Presentation of Knowledge and Ideas STANDARD					
PERFORMANC SL.9- E STANDARD / 10.4. BENCHMARK / PROFICIENCY  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.					
STRAND / NM.L.9- Language Standards CONTENT 10. STANDARD					
BENCHMARK / Vocabulary Acquisition and Use STANDARD					
PERFORMANC E STANDARD / 10.4. BENCHMARK / PROFICIENCY  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based of grades 9-10 reading and content, choosing flexibly from a range of strategies.	n				

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

10.

NM.L.9- Language Standards

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

#### UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

#### New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

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

10.

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / CONTENT **STANDARD** 

10.

NM.RI.9- Reading Standards for Informational Text

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

STRAND /
CONTENT
STANDARD

NM.W.9- Writing Standards 10.

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

#### STRAND / CONTENT STANDARD

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

# STRAND / CONTENT STANDARI

NM.W.9- Writing Standards

CONTENT	10.	
STANDARD		

BENCHMARK / STANDARD		Research to Build and Present Knowledge	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

PERFORMANC W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; E STANDARD / 10.8. assess the usefulness of each source in answering the research question; integrate information into the text BENCHMARK / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **PROFICIENCY** STRAND / NM.W.9- Writing Standards CONTENT 10. **STANDARD** BENCHMARK / Range of Writing **STANDARD** PERFORMANC Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a W 9-E STANDARD / 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. BENCHMARK / **PROFICIENCY** STRAND / NM.SL.9- Speaking and Listening Standards CONTENT 10. **STANDARD** BENCHMARK / Presentation of Knowledge and Ideas STANDARD **PERFORMANC** SL.9-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow E STANDARD / the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, 10.4. BENCHMARK / and task. **PROFICIENCY** STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD** BENCHMARK / **Conventions of Standard English STANDARD PERFORMANC** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or E STANDARD / 10.1. speaking. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses STANDARD / 10.1(b)(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **INDICATOR** writing or presentations. STRAND / NM.L.9-Language Standards CONTENT 10. STANDARD BENCHMARK / Conventions of Standard English STANDARD **PERFORMANC** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / 10.2. spelling when writing. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Spell correctly. STANDARD / 10.2(c) **INDICATOR** 

STRAND /

CONTENT

**STANDARD** 

NM.L.9-

10.

Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

10.

NM.L.9- Language Standards

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

#### UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

#### New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

10.

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

STRAND / CONTENT STANDARD

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

BENCHMARK / **Craft and Structure** STANDARD

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

NM.RL.9- Reading Standards for Literature

10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards

10.

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards

10.

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards

BENCHMARK / STANDARD

**Conventions of Standard English** 

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

#### New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

STRAND / CONTENT STANDARD

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

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

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a PERFORMANC RL.9-E STANDARD / 10.3. text, interact with other characters, and advance the plot or develop the theme. BENCHMARK / **PROFICIENCY** STRAND / NM.RL.9- Reading Standards for Literature CONTENT **STANDARD** BENCHMARK / Craft and Structure **STANDARD** PERFORMANC RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative E STANDARD / 10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language BENCHMARK / evokes a sense of time and place; how it sets a formal or informal tone). **PROFICIENCY** PERFORMANC RI 9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and E STANDARD / 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. BENCHMARK / **PROFICIENCY** NM.RL.9- Reading Standards for Literature STRAND / CONTENT 10. **STANDARD** BENCHMARK / Range of Reading and Level of Text Complexity STANDARD **PERFORMANC** RL.9-By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 E STANDARD / 10.10. text complexity band proficiently, with scaffolding as needed at the high end of the range. BENCHMARK / **PROFICIENCY** STRAND / NM.W.9- Writing Standards CONTENT 10. **STANDARD** BENCHMARK / **Text Types and Purposes STANDARD PERFORMANC** W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-E STANDARD / 10.3. chosen details, and well-structured event sequences. BENCHMARK / **PROFICIENCY** PERFORMANCE W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) STANDARD / 10.3(a) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **INDICATOR** PERFORMANCE W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop STANDARD / 10.3(b) experiences, events, and/or characters. **INDICATOR** PERFORMANCE W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. STANDARD / 10.3(c) **INDICATOR** 

PERFORMANCE W.9-STANDARD / 10.3(d) INDICATOR Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PERFORMANCE W.9-STANDARD / 10.3(e) **INDICATOR** 

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

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

10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / CONTENT STANDARD

BENCHMARK /

NM.SL.9- Speaking and Listening Standards

10.

Presentation of Knowledge and Ideas **STANDARD** PERFORMANC SL.9-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, E STANDARD / 10.4. BENCHMARK / and task. **PROFICIENCY** 

STRAND / CONTENT **STANDARD** 

NM.L.9-10.

Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses STANDARD / 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **INDICATOR** writing or presentations. STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD** BENCHMARK / Conventions of Standard English **STANDARD PERFORMANC** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / 10.2. spelling when writing. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Spell correctly. STANDARD / 10.2(c) **INDICATOR** STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD** BENCHMARK / Vocabulary Acquisition and Use STANDARD **PERFORMANC** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on E STANDARD / 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) STANDARD / 10.4(a) as a clue to the meaning of a word or phrase. **INDICATOR** PERFORMANCE L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in STANDARD / 10.4(d) context or in a dictionary) **INDICATOR** STRAND / NM.L.9-

CONTENT **STANDARD** 

**Language Standards** 

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

#### UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

STRAND / CONTENT **STANDARD** 

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

BENCHMARK / **Key Ideas and Details STANDARD** 

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

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

CONTILIN	10.
STANDARD	

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

#### STRAND / CONTENT STANDARD

INDICATOR

NM.RL.9- Reading Standards for Literature

10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

BENCHMARK / PROFICIENCY	
PERFORMANCE W.9 STANDARD / 10.3(	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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

STRAND / CONTENT NM.W.9- Writing Standards

10.

STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

10.

BENCHMARK / STANDARD Presentation of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD /	L.9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
BENCHMARK / PROFICIENCY	10.4.	grades 9-10 reading and content, choosing flexibly from a range of strategies.
		grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD /	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT	L.9- 10.4(a) L.9- 10.4(d)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  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).

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

PROFICIENCY

#### UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

### New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

10.

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

BENCHMARK / Craft and Structure
STANDARD

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

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

BENCHMARK / STANDARD

PERFORMANC
E STANDARD / BENCHMARK / PROFICIENCY

W.9BENCHMARK / PROFICIENCY

Text Types and Purposes

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

PERFORMANCE W.9- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / CONTENT

NM.W.9- Writing Standards 10.

STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC	W.9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
E STANDARD /	10.10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
BENCHMARK /		
PROFICIENCY		

STRAND /
CONTENT
STANDARD

PROFICIENCY

### NM.SL.9- Speaking and Listening Standards 10.

STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK /	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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

NM.L.9- Language Standards 10.

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

#### UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

#### New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

STRAND / CONTENT **STANDARD** 

BENCHMARK /

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

**Key Ideas and Details** 

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

BENCHMARK / PROFICIENCY		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

E STANDARD / BENCHMARK / **PROFICIENCY** 

made, how they are introduced and developed, and the connections that are drawn between them.

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

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

NM.W.9- Writing Standards 10.

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

PERFORMANCE W.9-STANDARD / 10.2(d) INDICATOR Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

IANDARD

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /
CONTENT
<b>STANDARD</b>

NM.W.9- Writing Standards 10.

STANDARD		
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE L.9-STANDARD / 10.2(c) Spell correctly.

STRAND / CONTENT **STANDARD** 

**INDICATOR** 

NM.L.9-10.

**Language Standards** 

	PERFORMANC	1.9-	Determine or clarify the meaning
BENCHMARK / STANDARD			Vocabulary Acquisition and Use

eaning of unknown and multiple-meaning words and phrases based on E STANDARD / 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. BENCHMARK / **PROFICIENCY** 

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

PERFORMANCE L.9-STANDARD / 10.4(d)

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

STRAND / CONTENT

**INDICATOR** 

**INDICATOR** 

NM.L.9-

Language Standards

10. **STANDARD** 

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

#### UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

#### **New Mexico Content Standards** Language Arts Grade 9 - Adopted: 2012

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

10. **STANDARD** 

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

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

10.

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD

Research to Build and Present Knowledge

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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

#### UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

STRAND / CONTENT **STANDARD** 

BENCHMARK /

PROFICIENCY

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

**Kev Ideas and Details** 

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

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

BENCHMARK / Craft and Structure **STANDARD** 

PERFORMANC RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative E STANDARD / 10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language BENCHMARK / evokes a sense of time and place; how it sets a formal or informal tone). **PROFICIENCY** 

STRAND / CONTENT **STANDARD** 

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

BENCHMARK / Range of Reading and Level of Text Complexity STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC	W.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / CONTENT **STANDARD** 

E STANDARD /

BENCHMARK / PROFICIENCY

NM.W.9- Writing Standards

**10**.

10.6.

BENCHMARK /	
STANDARD	

Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
31 ANDARD		

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

PROFICIENCY

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

# New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

STRAND /
CONTENT
STANDARD

NM.RI.9- Reading Standards for Informational Text

ΓANDARD	

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### STRAND / CONTENT STANDARD

NM.RI.9- Reading Standards for Informational Text

NT 10. ARD

PERFORMANCE W.9-

10.2(a)

comprehension.

STANDARD /

**INDICATOR** 

STANDARD		
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and

distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / CONTENT NM.W.9- Writing Standards

10.

**STANDARD** 

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

10.

BENCHMARK / STANDARD

**PROFICIENCY** 

Range of Writing

PERFORMANC W.9-E STANDARD / 10.10. BENCHMARK /

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

STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards

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

## New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

made, how they are introduced and developed, and the connections that are drawn between them.

STRAND /

**STANDARD** 

E STANDARD / BENCHMARK / PROFICIENCY

 $\,$  NM.RI.9-  $\,$  Reading Standards for Informational Text 10.

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

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

BENCHMARK / STANDARD		Text Types and Purposes	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	

BENCHMARK / STANDARD		Production and Distribution of Writing					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	roduce clear and coherent writing in which the development, organization, and style are appropriate to task, urpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing a addressing what is most significant for a specific purpose and audience.					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.					
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards					
BENCHMARK / STANDARD		Research to Build and Present Knowledge					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.					
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards					
BENCHMARK / STANDARD		Range of Writing					
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards					
BENCHMARK / STANDARD		Conventions of Standard English					
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
STRAND / CONTENT STANDARD	NM.L.9- 10.	anguage Standards			
BENCHMARK / STANDARD		Conventions of Standard English			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.			
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards			
BENCHMARK / STANDARD		Knowledge of Language			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.			
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards			
BENCHMARK / STANDARD		Vocabulary Acquisition and Use			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
STRAND /	NM.L.9- 10.	Language Standards			
STANDARD	201				
	20.	Vocabulary Acquisition and Use			

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

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

### **New Mexico Content Standards** Language Arts Grade 9 - Adopted: 2012

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

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / CONTENT **STANDARD** 

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

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

STRAND / CONTENT 10. STANDARD

NM.W.9-**Writing Standards** 

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

PERFORMANCE W.9-STANDARD / 10.2(a) **INDICATOR** 

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

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / CONTENT NM.W.9- Writing Standards

10.

**STANDARD** 

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

10.

W.9-

10.10.

BENCHMARK / STANDARD

## Range of Writing

PERFORMANC E STANDARD / BENCHMARK /

**PROFICIENCY** 

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

STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards			
BENCHMARK / STANDARD		Conventions of Standard English			
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards			
BENCHMARK / STANDARD		Conventions of Standard English			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	emonstrate command of the conventions of standard English capitalization, punctuation, and pelling when writing.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.			
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards			
BENCHMARK / STANDARD		Knowledge of Language			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
		effective choices for meaning or style, and to comprehend more fully when reading or listening.			
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.			
STANDARD /		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual			
STANDARD / INDICATOR  STRAND / CONTENT	10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.			
STANDARD / INDICATOR  STRAND / CONTENT STANDARD  BENCHMARK /	10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  Language Standards			
STANDARD / INDICATOR  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK /	10.3(a)  NM.L.9- 10.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			

PERFORMANCE L.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

STANDARD / 10.4(d) context or in a dictionary).

INDICATOR

NM.L.9-10. Language Standards

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

#### UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

## New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK /

NM.W.9-10.

Writing Standards

**Text Types and Purposes** 

STANDARD	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	Write informative/explanatory texts to examine and convey complex ideas, concepts, and informatio clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / 10.2(a) INDICATOR

PERFORMANCE W.9-

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

PERFORMANCE W.9-STANDARD / 10.2(b) INDICATOR Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

PERFORMANCE W.9-STANDARD / 10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PERFORMANCE W.9-STANDARD / 10.2(f)

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

STRAND / CONTENT STANDARD

**INDICATOR** 

**INDICATOR** 

NM.W.9-

W.9-

10.4.

**Writing Standards** 

BENCHMARK / STANDARD	Production and Distribution of Writing

PERFORMANC	
E STANDARD /	
BENCHMARK /	
PROFICIENCY	

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	W.9-
E STANDARD /	10.5.
BENCHMARK/	
PROFICIENCY	

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PERFORMANC W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking E STANDARD / 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. BENCHMARK / **PROFICIENCY** STRAND / NM.W.9- Writing Standards CONTENT 10. **STANDARD** BENCHMARK / Research to Build and Present Knowledge **STANDARD** PERFORMANC W 9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; E STANDARD / 10.8. assess the usefulness of each source in answering the research question; integrate information into the text BENCHMARK / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **PROFICIENCY** STRAND / NM.W.9-**Writing Standards** CONTENT 10. **STANDARD** BENCHMARK / Range of Writing STANDARD **PERFORMANC** W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E STANDARD / 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. BENCHMARK / **PROFICIENCY** STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD** BENCHMARK / **Conventions of Standard English STANDARD PERFORMANC** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or E STANDARD / 10.1. speaking. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses STANDARD / 10.1(b)(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **INDICATOR** writing or presentations. STRAND / NM.L.9-Language Standards CONTENT 10. STANDARD BENCHMARK / Conventions of Standard English STANDARD **PERFORMANC** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / 10.2. spelling when writing. BENCHMARK / **PROFICIENCY** PERFORMANCE L.9-Spell correctly. STANDARD / 10.2(c) **INDICATOR** STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD** 

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

STRAND / CONTENT

NM.L.9- Language Standards

STANDARD	10.		

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

## UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

## New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

STRAND / CONTENT STANDARD

10.

NM.W.9- Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PROFICIENCY		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

BENCHMARK / STANDARD	Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.

NM.L.9- Language Standards

BENCHMARK / STANDARD	Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

PERFORMANCE L.9-STANDARD / 10.3(a) **INDICATOR** 

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

10.

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

## UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

## New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

STRAND / CONTENT

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

STANDARD		

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

## STRAND / CONTENT

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

STANDARD		
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / CONTENT STANDARD	NM.RL.9- 10.	Reading Standards for Literature

BENCHMARK /	Integration of Knowledge and Ideas
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / **PROFICIENCY** 

RL.9-

10.9.

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / CONTENT **STANDARD** 

NM.W.9- Writing Standards 10.

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

PERFORMANCE	W.9-	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
STANDARD /	10.3(a)	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR		

PERFORMANCE W.9-STANDARD / 10.3(b) INDICATOR

 $Use \ narrative \ techniques, such \ as \ dialogue, pacing, description, reflection, and \ multiple \ plot \ lines, \ to \ develop$ experiences, events, and/or characters.

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

NM.W.9- Writing Standards

10.		

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards 10.

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

PERFORMANCE W.9-STANDARD / 10.9(a) INDICATOR

Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

STRAND / CONTENT **STANDARD** 

NM.W.9-	Writing	Stand	lard	S
10.				

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NM.L.9-10.

Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE L.9-STANDARD /

10.2(c)

Spell correctly.

**INDICATOR** 

STRAND / CONTENT NM.L.9-Language Standards

10. STANDARD

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

STANDARD / 10.4(d) INDICATOR

context or in a dictionary).

STRAND / CONTENT **STANDARD** 

NM.L.9-10.

**Language Standards** 

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

## UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

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

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

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

## STRAND / CONTENT

10.

NM.W.9- Writing Standards

STANDARD		
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
DEDECOMANICE	14/0	

PERFURIVIANCE	VV.9-
STANDARD /	10.2(b
INDICATOR	

b)

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

PERFORMANCE W.9-STANDARD / 10.2(d) INDICATOR

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

PERFORMANCE W.9-STANDARD / 10.2(f) **INDICATOR** 

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

#### STRAND / CONTENT **STANDARD**

10.

NM.W.9- Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK /		Vocabulary Acquisition and Use
STANDARD		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E ST ANDARD / BENCHMARK /	10.4.	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	L.9- 10.4(a) L.9- 10.4(d)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT	L.9- 10.4(a) L.9- 10.4(d)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  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).

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

PROFICIENCY

PERFORMANCE W.9-

10.1(a)

STANDARD /

**INDICATOR** 

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

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that

establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC	W.9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

BENCHMARK / Research to Build and Present Knowledge STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD /	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /	NM.L.9
INDICATOR	
STANDARD /	10.3(a)
PERFORMANCE	L.9-

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**STANDARD** 

..9-

Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD

10.

NM.L.9- Language Standards

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

## UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

## **New Mexico Content Standards** Language Arts Grade 9 - Adopted: 2012

STRAND / CONTENT **STANDARD** 

**PROFICIENCY** 

NM.RI.9- Reading Standards for Informational Text

10.

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

NM.W.9- Writing Standards

10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards

10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards

10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(b)	Use a colon to introduce a list or quotation.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
STANDARD	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANC E ST ANDARD / BENCHMARK /	10.3.	Apply knowledge of language to understand how language functions in different contexts, to make
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	<b>10.3</b> .	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT	L.9- 10.3(a)	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT ST AND ARD  BENCHMARK /	L.9- 10.3(a)	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  Language Standards
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANCE STANDARD / BENCHMARK / BENCHMAR	L.9- 10.3(a) NM.L.9- 10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

NM.L.9- Language Standards 10.

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

#### UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

## New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

10.

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / CONTENT STANDARD

 $\,$  NM.RI.9-  $\,$  Reading Standards for Informational Text 10.

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

STRAND / CONTENT STANDARD

10.

NM.W.9- Writing Standards

BENCHMARK / STANDARD

PERFORMANC
E STANDARD | W.9BENCHMARK / PROFICIENCY | W.9BENCHMARK / PROFICIENCY | D.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND /

NM.W.9- Writing Standards

CONTENT STANDARD 10.

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards

10.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(b)	Use a colon to introduce a list or quotation.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

E :			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
ST	ERFORMANCE 'ANDARD / DICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ST	ERFORMANCE FANDARD / DICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT ST

BENCHMARK /

10.

NM.L.9- Language Standards

Vocabulary Acquisition and Use

TANDARD		

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

#### UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

## New Mexico Content Standards Language Arts

Grade 9 - Adopted: 2012

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

10. **STANDARD** 

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

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

BENCHMARK / **Craft and Structure STANDARD** 

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

NM.RL.9- Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / CONTENT STANDARD

NM.W.9- Writing Standards 10.

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE W.9-STANDARD / 10.2(d)

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

STRAND / CONTENT **STANDARD** 

STANDARD /

**INDICATOR** 

INDICATOR

10.

10.3(c)

NM.W.9- Writing Standards

STANDARD		
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE	W.9-	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards

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

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# New Mexico Content Standards Language Arts Grade 9 - Adopted: 2012

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

10.

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

#### STRAND / CONTENT STANDARD

NM.RL.9- Reading Standards for Literature

T 10.

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

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

10.

BENCHMARK /	Range of Reading and Level of Text Complexity
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
	L.9- 10.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E ST ANDARD / BENCHMARK /	10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	L.9- 10.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	L.9- 10.4(a) L.9- 10.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STANDARD / INDICATOR	L.9- 10.4(a) L.9- 10.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  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).

PROFICIENCY