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

Subject: Language Arts
Grade: 7

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

E STANDARD /

BENCHMARK / PROFICIENCY

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards

BENCHMARK / STANDARD

Comprehension and Collaboration

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

NM.L.7. Language Standards

BENCHMARK / STANDARD	Knowledge of Language
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

New Mexico Content Standards Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK /	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

BENCHMARK/

PROFICIENCY

addressed.

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

INDICATOR

PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. c.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
	L.7.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / BENCHMARK /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PERFORMANCE STANDARD / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	L.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

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

PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
CONTENT	NM.W.7.	Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD BENCHMARK /	NM.W.7. W.7.8.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK /	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK /	W.7.8. NM.W.7. W.7.10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD / BENCHMARK / PROFICIENCY	W.7.8. NM.W.7. W.7.10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STANDARD

NM.SL.7. Speaking and Listening Standards

STANDARD		
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK /		Conventions of Standard English

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

NM.L.7. Language Standards

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

New Mexico Content Standards Language Arts Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK /	Range of Reading and Level of Text Complexity
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

STANDARD

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND /	
CONTENT	
STANDARD)

NM.L.7. Language Standards

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

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

BENCHMARK / STANDARD	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.7.2(b)

STANDARD / INDICATOR Spell correctly.

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE L.7.4(c) STANDARD / INDICATOR

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

PERFORMANCE	L.7.4(d)
STANDARD /	
INDICATOR	

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

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

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New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

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

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

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

New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

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E STANDARD /

BENCHMARK / PROFICIENCY

L.7.6.

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
CONTENT	NM.W.7.	Writing Standards Research to Build and Present Knowledge

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE L.7.4(a) STANDARD / INDICATOR	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE L.7.4(d) STANDARD / INDICATOR	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.7. Language Standards

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

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STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

STRAND / CONTENT STANDARD

${\bf NM.RI.7.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

Research to Build and Present Knowledge

BENCHMARK / STANDARD

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. c.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		New Mexico Content Standards
		Language Arts Grade 7 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK /		
STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Key Ideas and Details Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK /	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

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

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

BENCHMARK / STANDARD

Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD /	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND /
CONTENT
STANDARD

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

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New Mexico Content Standards Language Arts Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

Research to Build and Present Knowledge

BENCHMARK / STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC		
E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK /		
PERFORMANCE STANDARD /		speaking.
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	L.7.1(a) NM.L.7. L.7.2.	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND /	NM.RI.7.	Reading Standards for Informational Text

STANDARD		
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

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

INDICATOR

STRAND /

NM.W.7. Writing Standards

CONTENT STANDARD		
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK /		
STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	
PERFORMANC E STANDARD / BENCHMARK /	W.7.7. W.7.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional related,

CONTENT STANDARD

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

STRAND / CONTENT STANDARD

NM.SL.7. Speaking and Listening Standards

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

STANDARD / INDICATOR

PERFORMANCE SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. c.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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STANDARD		
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

STRAND / CONTENT STANDARD

NM.SL.7. Speaking and Listening Standards

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

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / CONTENT STANDARD

NM.SL.7. Speaking and Listening Standards

BENCHMARK / STANDARD	Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Mexico Content Standards Language Arts

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STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD	Integration of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK /	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

BENCHMARK / PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
	L.7.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / BENCHMARK /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	L.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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 STRAND / INDICATOR	L.7.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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NM.W.7. Writing Standards

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

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT STANDARD

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

STRAND /
CONTENT
STANDARD

CONTENT STANDARD		
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE	L.7.2(b)	Spell correctly.
STANDARD /		
INDICATOR		

STRAND /
CONTENT
STANDARD

NM.L.7. Language Standards

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

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

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STRAND / CONTENT STANDARD

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

PERFORMANCE W.7.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented. STANDARD / **INDICATOR** STRAND / NM.W.7. Writing Standards CONTENT **STANDARD** BENCHMARK / **Production and Distribution of Writing STANDARD PERFORMANC** W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, E STANDARD / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK / **PROFICIENCY** PERFORMANC W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, F STANDARD / revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been BENCHMARK / addressed. **PROFICIENCY** PERFORMANC W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to F STANDARD / interact and collaborate with others, including linking to and citing sources. BENCHMARK / **PROFICIENCY** STRAND / NM.W.7. Writing Standards CONTENT STANDARD BENCHMARK / Research to Build and Present Knowledge **STANDARD PERFORMANC** W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the E STANDARD / credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding BENCHMARK / plagiarism and following a standard format for citation. **PROFICIENCY** STRAND / NM.W.7. Writing Standards CONTENT **STANDARD** BENCHMARK / Range of Writing **STANDARD PERFORMANC** W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E STANDARD / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. BENCHMARK / **PROFICIENCY** STRAND / NM.SL.7. Speaking and Listening Standards CONTENT STANDARD Comprehension and Collaboration BENCHMARK / **STANDARD**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,

orally) and explain how the ideas clarify a topic, text, or issue under study.

PERFORMANC

E STANDARD /

BENCHMARK / PROFICIENCY

SL.7.2.

NM.L.7. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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NM.RL.7. Reading Standards for Literature

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

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

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

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

PERFORMANCE W.7.3(a) STANDARD / INDICATOR

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND /
CONTENT
STANDARD

STANDARD /

INDICATOR

context or in a dictionary).

NM.L.7. Language Standards

STANDARD		
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

NM.L.7. Language Standards

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

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New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

NM.RI.7. Reading Standards for Informational Text

STANDARD		
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK /	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT STANDARD

PROFICIENCY

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E ST ANDARD / BENCHMARK /		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	SL.7.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	SL.7.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.7.1(a) SL.7.1(b) SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.7.1(a) SL.7.1(b) SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details

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

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

PERFORMANCE W.7.2(a) STANDARD / INDICATOR

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE	L.7.2(b)	Spell correctly.
STANDARD / INDICATOR	()	

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD

Text Types and Purposes

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
PERFORMANCE STANDARD / INDICATOR	W.7.1(a)	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
PERFORMANCE STANDARD / INDICATOR	W.7.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
PERFORMANCE STANDARD / INDICATOR	W.7.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
PERFORMANCE STANDARD / INDICATOR	W.7.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND /	NM.W.7.	Writing Standards

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

PERFORMANCE STANDARD / INDICATOR

PERFORMANCE W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND /
CONTENT
STANDARD

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC

E STANDARD /
BENCHMARK /
PROFICIENCY

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

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

NM.W.7. Writing Standards

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

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related,
E STANDARD /		focused questions for further research and investigation.
BENCHMARK /		
PROFICIENCY		

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC		
E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK /		
PERFORMANCE STANDARD /		speaking.
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	L.7.1(a) NM.L.7. L.7.2.	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New Mexico Content Standards Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

STRAND / CONTENT STANDARD

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

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / CONTENT STANDARD

NM.W.7. Writing Standards

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

PERFORMANCE W.7.2(f) STANDARD / **INDICATOR**

Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND / CONTENT **STANDARD**

NM.W.7. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / CONTENT **STANDARD**

NM.W.7. Writing Standards

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

STRAND / CONTENT **STANDARD**

NM.W.7. Writing Standards

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

STRAND / CONTENT **STANDARD**

NM.SL.7. Speaking and Listening Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

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New Mexico Content Standards Language Arts Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

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

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addressed.

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR

PERFORMANCE L.7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND /
CONTENT
STANDARD

NM.L.7. Language Standards

STANDARD		
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
CONTENT	NM.L.7.	Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD BENCHMARK /	NM.L.7.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.7.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.7.4. L.7.4(a)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	L.7.4(a) L.7.4(d)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY

L.7.6.

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

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

OTANDARD		
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards

BENCHMARK / Text Types and Purposes STANDARD
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PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK /	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

BENCHMARK /

PROFICIENCY

addressed.

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. c.	Students in 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
STANDARD		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E ST ANDARD / BENCHMARK /		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /		spelling when writing.
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.7.2(b)	Spelling when writing. Spell correctly.
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT ST ANDARD BENCHMARK /	L.7.2(b)	Spelling when writing. Spell correctly. Language Standards

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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

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New Mexico Content Standards Language Arts Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / CONTENT STANDARD

NM.RL.7. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
CONTENT	NM.W.7.	Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD BENCHMARK /	NM.W.7. W.7.8.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD	W.7.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	W.7.8. NM.W.7. W.7.10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

PERFORMANC St.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a lopic, text, or issue under study. STRAND I CONTENT STRAND I CONTENT STANDARD Conventions of Standards BENCHMARK Conventions of Standard English STANDARD Conventions of Standard English STANDARD Conventions of Standard English STRAND I CONTENT STRAND I CONTENT STRAND I CONTENT STANDARD Conventions of Standard English SENCHMARK Spell correctly. Spell correctly			
BENCHMARK / STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANCE L7.1(a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. PERFORMANCE L7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences. STANDARD /	E STANDARD / BENCHMARK /	SL.7.2.	
PERFORMANC E STANDARD PERFORMANCE LT.2(a) PERFORMANCE LT.1(a) PERFORMANCE LT.1(b) PERFORMANCE LT.1(a) PERFORMANCE LT.1(b) PERFORMANCE LT.1(c) PERFORMANCE LT.1(a) PERFORMANCE LT.1(b) PERFORMANCE LT.1(c) PERFORMANCE LT.1(c) PERFORMANCE LT.1(d) PERFORMANCE LT.1(d) PERFORMANCE LT.1(d) PERFORMANCE LT.2(d) PERFORMANCE LT.2(d)	CONTENT	NM.L.7.	Language Standards
SPEAKINGARD Speaking. Speaking.			Conventions of Standard English
STANDARD STRAND / CONTENT STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANC ESTANDARD / BENCHMARK / STANDARD PERFORMANCE L7.2(a) Spell correctly. STANDARD / INDICATOR STRAND / INDICATOR NM.L.7. Language Standards Knowledge of Language EBROCHMARK / STANDARD / BANCHMARK / PROFICIENCY STANDARD / INDICATOR NM.L.7. Language Standards Knowledge of Language L7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EBROCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR NM.L.7. Language Standards Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. NM.L.7. Language Standards STANDARD / INDICATOR NM.L.7. Language Standards Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. NM.L.7. Language Standards CONTENT STANDARD / INDICATOR NM.L.7. Language Standards Vocabulary Acquisition and Use PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR NM.L.7. Language Standards Vocabulary Acquisition and Use PERFORMANCE STANDARD / INDICATOR	E STANDARD / BENCHMARK /	L.7.1.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / INDICATOR NM.L.7. Language Standards STRAND / STANDARD /	STANDARD /	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
PERFORMANCE STANDARD L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANCE STANDARD INDICATOR NM.L.7. Language Standards STRAND CONTENT STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. PERFORMANCE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. PERFORMANCE STANDARD L.7.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STRAND CONTENT STANDARD NM.L.7. Language Standards Language Standards Language Standards Language Standards Language Standards Language Standards Vocabulary Acquisition and Use STANDARD Language Standards L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade Treading and content, choosing flexibly from a range of strategies.	CONTENT	NM.L.7.	Language Standards
Spelling when writing. Spelling when writing.			Conventions of Standard English
STANDARD / INDICATOR NM.L.7. Language Standards BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR NM.L.7. Language Standards conventions when writing, speaking, reading, or listening. L.7.3. Choose language and its conventions when writing, speaking, reading, or listening. PERFORMANCE STANDARD / INDICATOR NM.L.7. Language Standards STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC STANDARD L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	E ST ANDARD / BENCHMARK /	L.7.2.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / INDICATOR STRAND / CONTENT STANDARD / STANDARD / CONTENT S	STANDARD /	L.7.2(b)	Spell correctly.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANCE STANDARD / INDICATOR NM.L.7. Language Standards Vocabulary Acquisition and Use STANDARD / STANDARD PERFORMANCE C STANDARD / STANDARD PERFORMANCE STANDARD / STAN	CONTENT	NM.L.7.	Language Standards
PERFORMANCE STANDARD / NM.L.7. Language Standards BENCHMARK / STANDARD / STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANCE STANDARD L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of strategies.			Knowledge of Language
STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMA	E STANDARD / BENCHMARK /	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD BENCHMARK / Vocabulary Acquisition and Use STANDARD PERFORMANC E STANDARD / BENCHMARK / Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	STANDARD /	L.7.3(a)	
PERFORMANC E STANDARD / BENCHMARK / Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	CONTENT	NM.L.7.	Language Standards
E ST ANDARD / 7 reading and content, choosing flexibly from a range of strategies.			Vocabulary Acquisition and Use
PROFICIENCY	E STANDARD /	L.7.4.	

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273
		New Mexico Content Standards
		Language Arts Grade 7 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

STRAND / CONTENT STANDARD

NM.L.7. Language Standards

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