

## 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**      **NM.RI.7. Reading Standards for Informational Text**

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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**

<b>BENCHMARK / STANDARD</b>	<b>Comprehension and Collaboration</b>
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PERFORMANCE 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**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR L.7.4(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**

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

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

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**STRAND / CONTENT STANDARD**      **NM.RI.7. Reading Standards for Informational Text**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.6.</b>	<b>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.</b>



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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE 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.
PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.7. Speaking and Listening Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Comprehension and Collaboration</b>	
PERFORMANCE 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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.7. Speaking and Listening Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Presentation of Knowledge and Ideas</b>	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANCE 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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.7. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Conventions of Standard English</b>	

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

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

<b>BENCHMARK / STANDARD</b>	<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STRAND /  
CONTENT  
STANDARD**      **NM.RL.7. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>	<b>Craft and Structure</b>
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PERFORMANCE 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.
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PERFORMANCE 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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.RL.7. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>	<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.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.
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**STRAND / CONTENT STANDARD**

**NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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.
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PERFORMANCE STANDARD / INDICATOR	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / CONTENT STANDARD**

**NM.W.7. Writing Standards**

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

**NM.W.7. Writing Standards**

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

**NM.W.7. Writing Standards**

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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
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PERFORMANCE 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
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PERFORMANCE 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**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

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

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

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

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	<b>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.</b>

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**BENCHMARK / STANDARD** **Vocabulary Acquisition and Use**

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

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

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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

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

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

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

**BENCHMARK / STANDARD** Conventions of Standard English

**PERFORMANCE 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

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

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

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

**BENCHMARK / STANDARD** Vocabulary Acquisition and Use

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



PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 7 - Adopted: 2012**

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

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

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

**NM.W.7. Writing Standards**

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

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

**NM.W.7. Writing Standards**

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

**NM.W.7. Writing Standards**

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

**NM.W.7. Writing Standards**

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

**NM.SL.7. Speaking and Listening Standards**

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

**NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.2(b) Spell correctly.

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.4.	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**

**NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 7 - Adopted: 2012**

**STRAND / CONTENT STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**STRAND / CONTENT STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

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

**NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY      RI.7.3.      Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

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

**NM.W.7. Writing Standards**

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

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

**NM.W.7. Writing Standards**

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

**NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.6.</b>	<b>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.</b>

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**STRAND / CONTENT STANDARD**      **NM.RI.7. Reading Standards for Informational Text**

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

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.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.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	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**

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	<b>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.</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.2(b) Spell correctly.

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR L.7.4(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**

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

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE 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**

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



PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.2.</b>	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>NM.SL.7. b.</b>	<b>Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.</b>

PERFORMANCE 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**

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

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

L.7.6.

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

**New Mexico Content Standards**

**Language Arts**

Grade 7 - Adopted: 2012

**STRAND / CONTENT STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

**BENCHMARK / STANDARD**

**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.2.

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.3.

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

**STRAND / CONTENT STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

**BENCHMARK / STANDARD**

**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.4.

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

PERFORMANCE 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**

PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.W.7. Writing Standards**

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

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

**NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	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.
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**STRAND / CONTENT STANDARD**

**NM.W.7. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.2(b) Spell correctly.

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR L.7.4(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**

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

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

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

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

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

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



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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR      SL.7.1(c)      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.7.2(b) Spell correctly.

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

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

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

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

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

New Mexico Content Standards  
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**STRAND / CONTENT STANDARD** NM.W.7. Writing Standards

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

PERFORMANCE STANDARD / INDICATOR W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

PERFORMANCE STANDARD / INDICATOR W.7.2(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.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.7. Language Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.6.</b>	<b>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.</b>

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE 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.
PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

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**New Mexico Content Standards**

**Language Arts**

Grade 7 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

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

**STRAND /  
CONTENT  
STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

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

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.4.	<b>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.</b>

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	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**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.RI.7. Reading Standards for Informational Text**

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE 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**

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

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

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.6.</b>	<b>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.</b>



New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

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

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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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 / CONTENT STANDARD** **NM.W.7. Writing Standards**

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

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

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

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

PERFORMANCE STANDARD / INDICATOR L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

L.7.6.

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

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

PERFORMANCE 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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.2.

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.3.

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

STRAND / CONTENT STANDARD

NM.RI.7. Reading Standards for Informational Text

BENCHMARK / STANDARD

Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.7.4.

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

PERFORMANCE 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**

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

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.6.</b>	<b>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.</b>

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

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
PERFORMANCE 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
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

**BENCHMARK / STANDARD** Research to Build and Present Knowledge

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

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

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

**BENCHMARK / STANDARD** Range of Writing

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

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

**BENCHMARK / STANDARD** Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.7.2. 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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.7.4.	<b>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.</b>

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

**NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 7 - Adopted: 2012**

**STRAND / CONTENT STANDARD**

**NM.RL.7. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.RI.7. Reading Standards for Informational Text**

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE 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.
PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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PERFORMANCE STANDARD / INDICATOR W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

PERFORMANCE STANDARD / INDICATOR W.7.2(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**

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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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**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND / CONTENT STANDARD**      **NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.7.1.</b>	<b>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.</b>
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.SL.7. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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**

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY      RL.7.2.      Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.7.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.7.4.</b>	<b>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.</b>

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

**NM.L.7. Language Standards**

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

**NM.RI.7. Reading Standards for Informational Text**

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

**NM.W.7. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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.
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**STRAND / CONTENT STANDARD**      **NM.L.7. Language Standards**

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