# Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RI.9-10. | Reading Standards for Informational Text |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Key Ideas and Details** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **W.9-10.2.** | **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | **Writing Standards** |
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| BENCHMARK / STANDARD | | **Research to Build and Present Knowledge** |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | **Writing Standards** |
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| BENCHMARK / STANDARD | | **Range of Writing** |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| STRAND / CONTENT STANDARD | NM.SL.9-10. | Speaking and Listening Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Presentation of Knowledge and Ideas** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |
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| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
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| BENCHMARK / STANDARD | | Knowledge of Language |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
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| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
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| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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

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

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RI.9-10. | Reading Standards for Informational Text |
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| BENCHMARK / STANDARD | | Key Ideas and Details |
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|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **STRAND / CONTENT STANDARD** | **NM.RI.9-10.** | **Reading Standards for Informational Text** |
| **BENCHMARK / STANDARD** | | **Craft and Structure** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **W.9-10.2.** | **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |

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|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **STRAND / CONTENT STANDARD** | **NM.SL.9-10.** | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Comprehension and Collaboration** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **SL.9-10.1.** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **STRAND / CONTENT STANDARD** | **NM.SL.9-10.** | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Presentation of Knowledge and Ideas** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Vocabulary Acquisition and Use** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.** |

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

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

| UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48 |
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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Craft and Structure |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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

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| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |

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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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

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

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |

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

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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

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

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

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | **Writing Standards** |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| STRAND / CONTENT STANDARD | NM.SL.9-10. | **Speaking and Listening Standards** |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Presentation of Knowledge and Ideas** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

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

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

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| **STRAND / CONTENT STANDARD** | **NM.L.9- 10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY** | **L.9- 10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9- 10.2(c) | Spell correctly. |

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

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

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

| STRAND /<br>CONTENT<br>STANDARD | NM.RL.9-<br>10. | Reading Standards for Literature |
|---|---|---|
| **BENCHMARK /<br>STANDARD** | | **Range of Reading and Level of Text Complexity** |
| PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RL.9-<br>10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Range of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.SL.9-10. | Speaking and Listening Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Comprehension and Collaboration |

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

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70**

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

| BENCHMARK / STANDARD | | **Craft and Structure** |
| --- | --- | --- |

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

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

| BENCHMARK / STANDARD | | **Text Types and Purposes** |
| --- | --- | --- |

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND /<br>CONTENT<br>STANDARD | NM.W.9-<br>10. | Writing Standards |
| --- | --- | --- |
| BENCHMARK /<br>STANDARD | | Range of Writing |
| PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY | W.9-<br>10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| STRAND /<br>CONTENT<br>STANDARD | NM.SL.9-<br>10. | Speaking and Listening Standards |
| --- | --- | --- |
| BENCHMARK /<br>STANDARD | | Presentation of Knowledge and Ideas |
| PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY | SL.9-<br>10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

| STRAND /<br>CONTENT<br>STANDARD | NM.L.9-<br>10. | Language Standards |
| --- | --- | --- |
| BENCHMARK /<br>STANDARD | | Conventions of Standard English |
| PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY | L.9-<br>10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.9-<br>10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND /<br>CONTENT<br>STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK /<br>STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

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

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

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

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Writing** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |

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

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

| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

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

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

| BENCHMARK / STANDARD | | **Knowledge of Language** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.3.** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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

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

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

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

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

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

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

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UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
| --- | --- | --- |

| BENCHMARK / STANDARD | | Production and Distribution of Writing |
| --- | --- | --- |

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

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

| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| --- | --- | --- |

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

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

| BENCHMARK / STANDARD | | Range of Writing |
| --- | --- | --- |

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

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

| BENCHMARK / STANDARD | | Conventions of Standard English |
| --- | --- | --- |

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

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

| BENCHMARK / STANDARD | | Conventions of Standard English |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

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

| BENCHMARK / STANDARD | | Knowledge of Language |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|---|---|---|

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

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

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

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

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

| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
|---|---|---|

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

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Craft and Structure** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(a) | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Range of Writing** |

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

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

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

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY** | **L.9- 10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Knowledge of Language** |
| **PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY** | **L.9- 10.3.** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |

| | | |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | L.9- 10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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

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

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

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

| UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108 |
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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | **Writing Standards** |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.2. | **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Range of Writing** |

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

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

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

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

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

| BENCHMARK / STANDARD | | Conventions of Standard English |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

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

| BENCHMARK / STANDARD | | Knowledge of Language |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|---|---|---|

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

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

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

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

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

| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |
|---|---|---|

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120 |
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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

| BENCHMARK / STANDARD | | Key Ideas and Details |
|---|---|---|

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

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

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
|---|---|---|

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

| BENCHMARK / STANDARD | | Craft and Structure |
|---|---|---|

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
| --- | --- | --- |
| BENCHMARK / STANDARD | | Range of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
| --- | --- | --- |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
| --- | --- | --- |
| BENCHMARK / STANDARD | | Conventions of Standard English |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

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

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

| BENCHMARK / STANDARD | | **Knowledge of Language** |
|---|---|---|
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.3.** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|---|---|---|

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

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

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

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

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

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

| UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138 |
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**New Mexico Content Standards**

**Language Arts**

Grade **10** - Adopted: **2012**

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

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

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

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

| BENCHMARK / STANDARD | | Craft and Structure |
|---|---|---|

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

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

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

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

| BENCHMARK / STANDARD | | Production and Distribution of Writing |
|---|---|---|

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

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

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

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

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

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.1. | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |

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

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

| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

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

| BENCHMARK / STANDARD | | Knowledge of Language |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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

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

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

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

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

| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |

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

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Range of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

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UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

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| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |

| | | |
|---|---|---|
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Production and Distribution of Writing** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

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|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

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

| | | |
|---|---|---|
| BENCHMARK / STANDARD | | Range of Writing |

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

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

| | | |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

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

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

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

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

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

| | | |
|---|---|---|
| BENCHMARK / STANDARD | | Vocabulary Acquisition and Use |

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

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

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

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

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

| BENCHMARK / STANDARD | | Key Ideas and Details |
|---|---|---|

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Production and Distribution of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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

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

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

**Language Arts**

Grade **10** - Adopted: **2012**

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

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

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

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

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

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

| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Range of Writing |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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**New Mexico Content Standards**

**Language Arts**

Grade **10** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RI.9-10. | Reading Standards for Informational Text |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Key Ideas and Details** |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |
| **PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY** | **W.9-10.1.** | **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** |

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|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(d) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Text Types and Purposes** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **W.9-10.2.** | **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(e) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

| STRAND /<br>CONTENT<br>STANDARD | NM.RI.9-<br>10. | Reading Standards for Informational Text |
|---|---|---|
| BENCHMARK /<br>STANDARD | | Key Ideas and Details |
| PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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

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

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

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

| BENCHMARK / STANDARD | | **Text Types and Purposes** |
|---|---|---|
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **W.9-10.1.** | **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(d) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

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

| BENCHMARK / STANDARD | | **Text Types and Purposes** |
|---|---|---|

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Writing** |

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

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

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

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Knowledge of Language** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.3.** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |

| | | |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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

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

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

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

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

| UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188 |
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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

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

| BENCHMARK / STANDARD | | Text Types and Purposes |
|---|---|---|
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | W.9-10.1. | **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(d) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

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

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

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(e) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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

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

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

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

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

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Writing** |

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

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

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

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

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

| BENCHMARK / STANDARD | | Conventions of Standard English |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

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

| BENCHMARK / STANDARD | | Knowledge of Language |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|---|---|---|

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

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

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

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

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

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

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| UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228 |

**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

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|---|---|---|
| **BENCHMARK / STANDARD** | | **Craft and Structure** |

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

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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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

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|---|---|---|
| **BENCHMARK / STANDARD** | | **Range of Reading and Level of Text Complexity** |

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|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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

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

| | | |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |

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

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| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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

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

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

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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **STRAND / CONTENT STANDARD** | **NM.W.9-10.** | **Writing Standards** |
| **BENCHMARK / STANDARD** | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **STRAND / CONTENT STANDARD** | **NM.SL.9-10.** | **Speaking and Listening Standards** |
| **BENCHMARK / STANDARD** | | **Comprehension and Collaboration** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **SL.9-10.1.** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |

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

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Conventions of Standard English |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

| UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248 |
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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

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

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

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

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

| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
|---|---|---|

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
|---|---|---|

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

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

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

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

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

| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(a) | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(b) | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

| PERFORMANCE STANDARD / INDICATOR | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| STRAND / CONTENT STANDARD | NM.W.9-10. | **Writing Standards** |
|---|---|---|

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

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

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

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

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

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

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

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|---|---|---|
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| PERFORMANCE STANDARD / INDICATOR | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |
| **BENCHMARK / STANDARD** | | **Knowledge of Language** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.3.** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
| **STRAND / CONTENT STANDARD** | **NM.L.9-10.** | **Language Standards** |

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

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

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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

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

| STRAND /<br>CONTENT<br>STANDARD | NM.RL.9-<br>10. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK /<br>STANDARD | | Craft and Structure |

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

| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | **Range of Reading and Level of Text Complexity** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Research to Build and Present Knowledge |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | Range of Writing |

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

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

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

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

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

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

| | | |
|---|---|---|
| **BENCHMARK / STANDARD** | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.2(c) | Spell correctly. |

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

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

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

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

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**New Mexico Content Standards**
**Language Arts**
Grade **10** - Adopted: **2012**

| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
|---|---|---|
| BENCHMARK / STANDARD | | Key Ideas and Details |
| PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
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| BENCHMARK / STANDARD | | Craft and Structure |
|---|---|---|

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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| STRAND / CONTENT STANDARD | NM.RL.9-10. | Reading Standards for Literature |
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| BENCHMARK / STANDARD | | Range of Reading and Level of Text Complexity |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
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| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|

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

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

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

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

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

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

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

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Research to Build and Present Knowledge** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

| STRAND / CONTENT STANDARD | NM.W.9-10. | Writing Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Range of Writing** |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| STRAND / CONTENT STANDARD | NM.L.9-10. | Language Standards |
|---|---|---|
| BENCHMARK / STANDARD | | **Conventions of Standard English** |
| **PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY** | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| PERFORMANCE STANDARD / INDICATOR | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| STRAND /<br>CONTENT<br>STANDARD | NM.L.9-<br>10. | Language Standards |
|---|---|---|
| BENCHMARK /<br>STANDARD | | **Conventions of Standard English** |
| **PERFORMANC<br>E STANDARD /<br>BENCHMARK /<br>PROFICIENCY** | **L.9-<br>10.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.9-<br>10.2(c) | Spell correctly. |

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

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

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

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

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

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

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

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

| BENCHMARK / STANDARD | | Production and Distribution of Writing |
|---|---|---|
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

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

| BENCHMARK / STANDARD | | Range of Writing |
|---|---|---|

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

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