Main Criteria: Structure and Style for Students Secondary Criteria: New Mexico Content Standards Subject: Language Arts Grade: 10

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

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

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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 /	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.
PROFICIENCY		
PROFICIENCY STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
STRAND / CONTENT		Writing Standards Research to Build and Present Knowledge
STRAND / CONTENT STANDARD BENCHMARK /	10.	-
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	10.	Research to Build and Present Knowledge 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
STRAND / CONTENT STANDARD BENCHMARK / PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	10. W.9-10.7. W.9- 10.8.	Research to Build and Present Knowledge 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. 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
STRAND / CONTENT STANDARD BENCHMARK / PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	10. W.9-10.7. W.9- 10.8. NM.W.9-	Research to Build and Present Knowledge 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. 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

BENCHMARK / ST AND ARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / ST AND ARD		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.
	U	NIT 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
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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST AND ARD / 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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STANDARD PERFORMANC ESTANDARD / 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. BENCHMARK / BENCHMARK /	STRAND / CONTENT STANDARD	Language Standards
E ST ANDARD / 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. BENCHMARK /	BENCHMARK / STANDARD	Vocabulary Acquisition and Use
	E STANDARD / BENCHMARK /	

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

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

New Mexico Content Standards

Language Arts

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 / ST ANDARD		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 ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
PERFORMANCE STANDARD / INDICATOR	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / CONTENT	NM.L.9- 10.	Language Standards

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

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

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

ST RAND / CONT ENT ST ANDARD

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

PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

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STRAND / NM.RI.9- Reading Standards for Informational Text CONTENT 10. **STANDARD BENCHMARK /** Key Ideas and Details **STANDARD** PERFORMANC RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. E STANDARD / **BENCHMARK** / PROFICIENCY PERFORMANC 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 E STANDARD / and is shaped and refined by specific details; provide an objective summary of the text. **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 PERFORMANC E STANDARD / made, how they are introduced and developed, and the connections that are drawn between them. **BENCHMARK** / PROFICIENCY STRAND / NM.RI.9- Reading Standards for Informational Text CONTENT 10. **STANDARD BENCHMARK / Craft and Structure STANDARD** PERFORMANC RI.9-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and E STANDARD / 10.4. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the **BENCHMARK** / language of a court opinion differs from that of a newspaper). PROFICIENCY NM.W.9- Writing Standards STRAND / CONTENT 10. **STANDARD**

BENCHMARK / STANDARD Text Types and Purposes

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

 E STANDARD /
 10.10.
 single sitting or a day or two) for a range of tasks, purposes, and audiences.

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STRAND /NM.SL.9- Speaking and Listening StandardsCONTENT10.STANDARD

BENCHMARK / ST ANDARD		Comprehension and Collaboration
PERFORMANC E 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-	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

BENCHMARK /		Conventions of Standard English
STANDARD		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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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STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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 / ST ANDARD		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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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

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

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

STANDARD	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

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

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

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

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

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

ST RAND / CONT ENT ST ANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

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

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

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

STANDARD	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

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

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

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

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

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

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

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

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

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

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

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

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

PERFORMANC L.9- E ST ANDARD / 10.2. BENCHMARK / PROFICIENCY	BENCHMARK / STANDARD	Conventions of Standard English
	E STANDARD / BENCHMARK /	

PERFORMANCEL.9-Spell correctly.STANDARD /10.2(c)INDICATOR

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	E 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 / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

New Mexico Content Standards

Language Arts

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.
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- 10.2.	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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

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

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

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

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

PERFORMANC L.9- E ST ANDARD / 10.2. BENCHMARK / PROFICIENCY	BENCHMARK / STANDARD	Conventions of Standard English
	E STANDARD / BENCHMARK /	

PERFORMANCEL.9-Spell correctly.STANDARD /10.2(c)INDICATOR

STRAND /NM.L.9-Language StandardsCONTENT10.STANDARD

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

S	ERFORMANCE TANDARD / IDICATOR	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.
S	ERFORMANCE TANDARD / IDICATOR	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).
C	RAND / ONTENT ANDARD	NM.L.9- 10.	Language Standards

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

New Mexico Content Standards

Language Arts

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

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

PROFICIENCY

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

PERFORMANCE STANDARD / INDICATOR	E L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST AND ARD / 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 / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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 / ST ANDARD		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 / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST AND ARD / 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
	W.9-10.7.	Research to Build and Present Knowledge 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.
ST ANDARD PERFORMANC E STANDARD / BENCHMARK /	W.9-10.7. W.9- 10.8.	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
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	W.9- 10.8.	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. 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
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	W.9- 10.8. NM.W.9-	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. 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.
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / ST RAND / CONT ENT ST ANDARD BENCHMARK /	W.9- 10.8. NM.W.9-	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. 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. Writing Standards

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

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

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

PERFORMANC L.9- E ST ANDARD / 10.2. BENCHMARK / spelling when writing.	BENCHMARK / STANDARD	Conventions of Standard English
PROFICIENCY	E STANDARD / 1	

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

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

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

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

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

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

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

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

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

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

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

BENCHMARK / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

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

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

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

BENCHMARK / ST ANDARD		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.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 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
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
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 ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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 / ST ANDARD		Range of Writing	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	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	
CONTENT		Language Standards Vocabulary Acquisition and Use	
CONTENT STANDARD BENCHMARK /			
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	10. L.9- 10.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANCE STANDARD /	10. L.9- 10.4. L.9- 10.4(a)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	10. L.9- 10.4. L.9- 10.4(a)	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	10. L.9- 10.4(a) L.9- 10.4(d) NM.L.9-	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

New Mexico Content Standards

Language Arts

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
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.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 rawn from the text.	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	termine a central idea of a text and analyze its development over the course of the text, including how it emerges d 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.	Vriting Standards	
BENCHMARK / ST ANDARD		Production and Distribution of Writing	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards	
STRAND / CONTENT		Writing Standards Research to Build and Present Knowledge	
STRAND / CONTENT STANDARD BENCHMARK /	10.	-	

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

New Mexico Content Standards

Language Arts

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.	ite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences rawn from the text.		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.9-10.2.	termine a central idea of a text and analyze its development over the course of the text, including how it emerges d 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 / ST AND ARD		Text Types and Purposes		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(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)	lse 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).		
ST RAND / CONT ENT ST ANDARD	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.		

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

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

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

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 imitations of both in a manner that anticipates the audience's knowledge level and concerns.		
PERFORMANCE STANDARD / INDICATOR	W.9- 10.1(c)	lse words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships etween 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	W.9-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information		
E STANDARD / BENCHMARK / PROFICIENCY	10.2.	clearly and accurately through the effective selection, organization, and analysis of content.		
BENCHMARK /		clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the		
BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	W.9- 10.2(e) NM.W.9-	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT ST ANDARD BENCHMARK /	W.9- 10.2(e) NM.W.9-	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / BENCHMARK / BENCHMARK /	W.9- 10.2(e) NM.W.9- 10. W.9-	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,		

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

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

BENCHMARK / ST ANDARD		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 /	NM.L.9-	Language Standards
CONTENT	10.	
STANDARD		

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

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

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

PERFORMANCE	L.9-	S
STANDARD /	10.2(c)	
INDICATOR		

Spell correctly.

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

PROFICIENCY

STRAND /NM.RI.9-Reading Standards for Informational TextCONTENT10.STANDARD

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.1.	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 ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(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
	W.9- 10.4.	Production and Distribution of Writing 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.)
ST ANDARD PERFORMANC E STANDARD / BENCHMARK /		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	10.4. W.9-	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	10.4. W.9- 10.5. W.9- 10.6.	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.) 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. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
ST ANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY ST RAND / CONT ENT	10.4. W.9- 10.5. W.9- 10.6. NM.W.9-	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.) 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. 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.

W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; PERFORMANC E STANDARD / 10.8. assess the usefulness of each source in answering the research question; integrate information into the text **BENCHMARK /** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. PROFICIENCY STRAND / NM.W.9-Writing Standards CONTENT 10. **STANDARD BENCHMARK /** Range of Writing **STANDARD** PERFORMANC Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a W/9-E STANDARD / 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. **BENCHMARK** / PROFICIENCY STRAND / NM.L.9-Language Standards CONTENT 10. ST AND ARD **BENCHMARK / Conventions of Standard English** ST AND ARD PERFORMANC 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or E STANDARD / 10.1. speaking. **BENCHMARK /** PROFICIENCY PERFORMANCE L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to STANDARD / 10.1(b)INDICATOR writing or presentations. STRAND / NM.L.9-Language Standards CONTENT 10. ST AND ARD **BENCHMARK / Conventions of Standard English STANDARD** PERFORMANC L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / 10.2. spelling when writing. **BENCHMARK /** PROFICIENCY PERFORMANCE L.9-Spell correctly. STANDARD / 10.2(c) INDICATOR STRAND / NM.L.9-Language Standards CONTENT 10. **STANDARD BENCHMARK** / Knowledge of Language **STANDARD** PERFORMANC L.9-Apply knowledge of language to understand how language functions in different contexts, to make E STANDARD / 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **BENCHMARK** / PROFICIENCY

 PERFORMANCE
 L.9 Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual STANDARD / 10.3(a)

 STANDARD / 10.3(a)
 for Writers) appropriate for the discipline and writing type.

 INDICATOR
 INDICATOR

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

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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 /	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.

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

discipline in which they are writing.

INDICATOR

INDICATOR

INDICATOR

PERFORMANCE W.9-

PERFORMANCE W.9-STANDARD / 10.1(e)

STANDARD / 10.1(d)

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

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

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

PERFORMANCE STANDARD / INDICATOR	E 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	E 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).
ST RAND / CONT ENT ST ANDARD	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.
ST RAND / CONT ENT ST ANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

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

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

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

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

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

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

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

STANDARD		
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E 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 ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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

PERFORMANCE L.9-STANDARD / 10.4(d) INDICATOR

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

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

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

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

New Mexico Content Standards

Language Arts

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 / ST ANDARD		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 ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / ST ANDARD		Range of Writing

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

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

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

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

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

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
CONTENT		Reading Standards for Literature Craft and Structure
CONTENT STANDARD BENCHMARK /		-
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	10. RL.9-	Craft and Structure 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
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PERFORMANC E STANDARD / BENCHMARK /	10. RL.9- 10.4. RL.9- 10.5.	Craft and Structure 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). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

PERFORMANC RL.9-E STANDARD / 10.10. BENCHMARK / PROFICIENCY 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 /	NM.W.9-	Writing Standards
CONTENT	10.	
STANDARD		

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

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

STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.9- 10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST AND ARD / 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 / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.2(c)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards

BENCHMARK / ST ANDARD		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 / ST AND ARD		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 22 Page 249-276
		New Mexico Content Standards
		Language Art s Grade 10 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RL.9- 10.	
CONTENT		Grade 10 - Adopted: 2012
CONTENT STANDARD BENCHMARK /		Grade 10 - Adopted: 2012 Reading Standards for Literature
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	10. RL.9-	Grade 10 - Adopted: 2012 Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
CONTENT STANDARD BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	10. RL.9- 10.1. RL.9-	Grade 10 - Adopted: 2012 Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
CONTENT STANDARD BENCHMARK / STANDARD / BERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PROFICIENCY PROFICIENCY PROFICIENCY PROFICIENCY PROFICIENCY	10. RL.9- 10.1. RL.9- 10.2. RL.9- 10.3.	Grade 10 - Adopted: 2012 Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a

PERFORMANC 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
PERFORMANC RL.9- E STANDARD / 10.10. BENCHMARK / PROFICIENCY	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 /	NM.W.9-	Writing Standards
CONTENT	10.	
STANDARD		

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

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

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

BENCHMARK /		Knowledge of Language
STANDARD		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.9- 10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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 23 Page 277-280
		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.

RL.9- .0.3. IM.RL.9- 0. RL.9- .0.4. RL.9- .0.5. IM.RL.9- 0.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Reading Standards for Literature 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). 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. Reading Standards for Literature Reading Standards for Literature Reading Standards for Literature
N.RL.9- 0. RL.9- .0.4. RL.9- .0.5. NM.RL.9- 0.	text, interact with other characters, and advance the plot or develop the theme. Reading Standards for Literature Craft and Structure 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). 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. Reading Standards for Literature
0. RL.9- .0.4. RL.9- .0.5. NM.RL.9- 0.	Craft and Structure 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). 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. Reading Standards for Literature
0.4. RL.9- .0.5. IM.RL.9- 0.	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). 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. Reading Standards for Literature
0.4. RL.9- .0.5. IM.RL.9- 0.	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). 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. Reading Standards for Literature
.0.5. NM.RL.9- 0.	manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
0.	-
	Range of Reading and Level of Text Complexity
RL.9- .0.10.	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.
NM.W.9- 0.	Writing Standards
	Text Types and Purposes
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.
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.
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.
	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	V.9- 0.2. V.9- 0.2(a) V.9-

PERFORMANCE STANDARD / INDICATOR	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards	
BENCHMARK / STANDARD		Text Types and Purposes	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
PERFORMANCE STANDARD / INDICATOR	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards	
BENCHMARK / STANDARD		Production and Distribution of Writing	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

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.

on addressing what is most significant for a specific purpose and audience.

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STRAND /NM.W.9-Writing StandardsCONTENT10.STANDARD

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

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

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

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

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

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

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 ST ANDARD / BENCHMARK / PROFICIENCY		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE 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 / ST ANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	NM.W.9- 10.	Writing Standards
CONTENT		Writing Standards 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		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.