

# Main Criteria: Structure and Style for Students Year 3 Level B

## Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 8

### Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

#### New Mexico Content Standards

##### Language Arts

Grade 8 - Adopted: 2012

##### STRAND / CONTENT STANDARD

##### NM.RL.8. Reading Standards for Literature

##### BENCHMARK / STANDARD

##### Key Ideas and Details

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

NM.RL.8.  
a.

Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

NM.RL.8.  
b.

Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

NM.RL.8.  
c.

Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

##### STRAND / CONTENT STANDARD

##### NM.RL.8. Reading Standards for Literature

##### BENCHMARK / STANDARD

##### Craft and Structure

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PERFORMANC  
E STANDARD /  
BENCHMARK /  
PROFICIENCY

RL.8.5.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.8. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
-------------------------------------	----------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-------------------------	--	---------------------------------

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Poetry Week 20, p. 209-214

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
----------------------------------	----------	--

**STRAND / CONTENT STANDARD**      **NM.L.8.      Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(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.8.      Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------	--	---------------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--------	--

Poetry Week 21, p. 215-220

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RL.8.      Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / CONTENT STANDARD	NM.W.8.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.8.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.8.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Poetry Week 22, p. 221-226

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.8. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.8. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**STRAND /  
CONTENT  
STANDARD**

**NM.RL.8. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.      Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
--	----------	--

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.      Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
---	--------	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
---	--------	--

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.      Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---	---------	---

**STRAND /  
CONTENT  
STANDARD**      **NM.SL.8.      Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-------------------------	--	---------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
---	---------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
--	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
--	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 8 - Adopted: 2012

### STRAND / CONTENT STANDARD

#### NM.RL.8. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

### STRAND / CONTENT STANDARD

#### NM.RL.8. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### STRAND / CONTENT STANDARD

#### NM.RL.8. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timed Essay Week 24, p. 237-238

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 1: Note Making and Outlines Week 01, p. 9-16

**New Mexico Content Standards**

**Language Arts**

**Grade 8 - Adopted: 2012**

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
CONTENT  
STANDARD**      **NM.RI.8.      Reading Standards for Informational Text**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
--	---------	---

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.      Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	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.)
--	--------	--

**STRAND /  
CONTENT  
STANDARD**      **NM.SL.8.      Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-------------------------	--	---------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--	---------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
-------------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
-------------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
-------------------------------------	-----------	--

**STRAND /  
CONTENT  
STANDARD**      **NM.SL.8.      Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
-------------------------	--	-------------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 2: Writing from Notes Week 02, p. 17-32

### New Mexico Content Standards

#### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / CONTENT STANDARD	NM.L.8.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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.8.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.8.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
----------------------------------	----------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
--	--------	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
--	--------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
--	--------	---

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--	---------	---

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Retelling Narrative Stories Week 04, p. 43-48

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.8.    Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
--	---------	---

**STRAND /  
CONTENT  
STANDARD**      **NM.RL.8.    Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
--	----------	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
--	----------------	--

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.    Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
--	--------	---

PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
-------------------------------------	----------	---

**STRAND /  
CONTENT  
STANDARD**      **NM.W.8.    Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
--	--------	--

PERFORMANCE STANDARD / INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
-------------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
-------------------------------------	----------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Summarizing a Reference Week 05, p. 49-60

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

#### STRAND / CONTENT STANDARD NM.RI.8. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### STRAND / CONTENT STANDARD NM.RI.8. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### STRAND / CONTENT STANDARD NM.W.8. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Unit 4: Summarizing a Reference Week 06, p. 61-72

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5: Writing from Pictures Week 07, p. 73-82

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND / CONTENT STANDARD**      **NM.SL.8.**      **Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
--	---------	--

**STRAND / CONTENT STANDARD**      **NM.L.8.**      **Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--------	--

Unit 5: Writing from Pictures Week 08, p. 83-92

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
----------------------------------	----------	---

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

PERFORMANCE STANDARD / INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
----------------------------------	----------	--

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
----------------------------------	----------------	--------------------------

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
----------------------	--	-------------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
--	---------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.L.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--	--------	--

PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
----------------------------------	----------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.L.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
--	--------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(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.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--------	--

## New Mexico Content Standards

## Language Arts

Grade 8 - Adopted: 2012

**STRAND /  
CONTENT  
STANDARD**
**NM.RI.8.**
**Reading Standards for Informational Text**
**BENCHMARK /  
STANDARD**
**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
CONTENT  
STANDARD**
**NM.RI.8.**
**Reading Standards for Informational Text**
**BENCHMARK /  
STANDARD**
**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STRAND /  
CONTENT  
STANDARD**
**NM.W.8.**
**Writing Standards**
**BENCHMARK /  
STANDARD**
**Text Types and Purposes**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANCE STANDARD / INDICATOR W.8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANCE STANDARD / INDICATOR W.8.2(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

PERFORMANCE STANDARD / INDICATOR W.8.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Inventive Writing Week 11, p. 119-126

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Inventive Writing Week 12, p. 127-134

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
----------------------	--	-------------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
--	---------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.L.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--	--------	--

PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
----------------------------------	----------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.L.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
--	--------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.4(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.8. Language Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--------	--

Unit 7: Inventive Writing Week 13, p. 135-138

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

**STRAND / CONTENT STANDARD**      **NM.RL.8.    Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

**STRAND / CONTENT STANDARD**      **NM.RL.8.    Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
--	---------	---

**STRAND / CONTENT STANDARD**      **NM.RL.8.    Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 14, p. 139-146

**New Mexico Content Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--	---------	---

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--	---------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
----------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Mexico Content Standards

## Language Arts

Grade 8 - Adopted: 2012

### STRAND / CONTENT STANDARD

NM.RI.8. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### STRAND / CONTENT STANDARD

NM.RI.8. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### STRAND / CONTENT STANDARD

NM.W.8. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
--	--------	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
--	--------	--

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
--	--------	---

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
--	--------	---

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--	---------	---

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.8. Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--	---------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
----------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 16, p. 173-176

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK / STANDARD		Comprehension and Collaboration
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 17, p. 177-182

## New Mexico Content Standards

### Language Arts

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND /  
CONTENT  
STANDARD**

**NM.W.8. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
----------------------------------	----------	--

<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
----------------------------------	----------------	---------------------------

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--	--------	--

### Unit 9: Formal Critique Week 18, p. 183-198

## New Mexico Content Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
----------------------------------	-----------------	---

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
--	---------	---

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. a.	Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
--	----------------	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8. b.	Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.
--	----------------	---

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.c.	Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.8.C.	Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PERFORMANCE STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PERFORMANCE STANDARD / INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PERFORMANCE STANDARD / INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANCE STANDARD / INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PERFORMANCE STANDARD / INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.8.4(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).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.