Main Criteria: University-Ready Writing
Secondary Criteria: New Mexico Content Standards
Subject: Language Arts
Grade: 12

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
PERFORMANCE STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

PERFORMANC E STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
PERFORMANC E STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PERFORMANC E STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(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.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.11 -12.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RL.11 -12.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RI.11- 12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
STRAND / CONTENT STANDARD	NM.RI.11- 12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(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.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11- 12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.L.11- 12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.11- 12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.11-12.4(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.11-12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**

BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

New Mexico Content Standards

Language Arts

Grade 12 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

PERFORMANC E STANDARD / INDICATOR	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

PERFORMANC E STANDARD / INDICATOR	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

PERFORMANC E STANDARD / INDICATOR	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PERFORMANC E STANDARD / INDICATOR	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STRAND / CONTENT STANDARD	NM.SL.11-12.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

New Mexico Content Standards

Language Arts

Grade 12 - Adopted: 2012		
STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

New Mexico Content Standards

Language Arts

Grade 12 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.11-12.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.11-12.	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11- 12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11- 12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**

STRAND / CONTENT STANDARD		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
STRAND / CONTENT STANDARD	**NM.L.11-12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<div style="text-align:center; background:#CCF2F2; border:1px dashed teal; padding:10px;">Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78</div>

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD		
STRAND / CONTENT STANDARD	**NM.RI.11-12.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STRAND / CONTENT STANDARD	**NM.RI.11-12.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STRAND / CONTENT STANDARD	**NM.RI.11-12.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.L.11-12.**	**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(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.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.W.11-12.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 10: Thesis Statement; Abstract, p. 84-98

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.11-12.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANCE STANDARD / INDICATOR	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / CONTENT STANDARD	NM.W.11-12.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.11 -12.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11- 12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STRAND / CONTENT STANDARD	NM.SL.11 -12.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.L.11-12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

New Mexico Content Standards

Language Arts

Grade **12** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.11-12.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.a.	Students in grades 9, 10, 11, and 12 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.11-12.b.	Students in grades 9, 10, 11, and 12 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.
STRAND / CONTENT STANDARD	**NM.RL.11-12.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STRAND / CONTENT STANDARD	NM.RL.11 -12.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11- 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.4.	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.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANCE STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11-12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STRAND / CONTENT STANDARD	NM.L.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.11-12.4(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.11-12.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

New Mexico Content Standards

Language Arts

Grade 12 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STRAND / CONTENT STANDARD	NM.RL.11-12.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
STRAND / CONTENT STANDARD	**NM.RI.11-12.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STRAND / CONTENT STANDARD	**NM.RI.11-12.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
PERFORMANC E STANDARD / INDICATOR	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PERFORMANC E STANDARD / INDICATOR	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / CONTENT STANDARD	**NM.W.11-12.**	**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E STANDARD / INDICATOR	W.11- 12.9(a)	Apply grades 11-12 reading standards to literature (e.g., ''Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics'').
STRAND / CONTENT STANDARD	NM.W.11- 12.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.11 -12.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PERFORMANC E STANDARD / INDICATOR	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PERFORMANC E STANDARD / INDICATOR	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STRAND / CONTENT STANDARD	**NM.SL.11 -12.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / CONTENT STANDARD	**NM.L.11-12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.11-12.4(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.11-12.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.