Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

PERFORMANC E STANDARD / INDICATOR	L.6.4(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.
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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(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		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.
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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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
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**
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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(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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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
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

PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANC E STANDARD / INDICATOR	L.6.4(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.

PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

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

STRAND / CONTENT STANDARD	NM.W.7.	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC E STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

<div align="center">Grade 8 - Adopted: 2012</div>

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

PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.
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(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.**

PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 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.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**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.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(c)	Consult 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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 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.7. b.	Grade 7 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.7. c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.
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		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.8.9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
STRAND / CONTENT STANDARD	NM.RL.8.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E 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.
PERFORMANC E 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.**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.)
PERFORMANC E 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
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.

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(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(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**

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.

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New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.6.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6.a.	Grade 6 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.
STRAND / CONTENT STANDARD	NM.RL.6.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANC E STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANC E STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(c)	Consult 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.6.4(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.6.	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 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.7.b.	Grade 7 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.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANC E STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANC E STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANC E STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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.

STRAND / CONTENT STANDARD	NM.RL.8.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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.
PERFORMANC E 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.**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.)

PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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(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(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**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.8.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**		
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6.a.	Grade 6 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.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**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.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.7.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 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.7. b.	Grade 7 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.7. c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards

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

New Mexico Content Standards

Language Arts

<div align="center">Grade 8 - Adopted: 2012</div>

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.
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

PERFORMANC E 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.

PERFORMANC E 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.

PERFORMANC E 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.

PERFORMANC E 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.

PERFORMANC E 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

PERFORMANC E 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.)

PERFORMANC E 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
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.

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.

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New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 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.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANC E STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANC E STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 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.7. b.	Grade 7 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.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

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

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

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

BENCHMARK / STANDARD		**Range of Writing**

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

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

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

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

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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

PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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.
STRAND / CONTENT STANDARD	**NM.RL.8.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E 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.
PERFORMANC E 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**
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**
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.
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.

PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 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**

PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**

PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(c)	Consult 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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**

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

New Mexico Content Standards

Language Arts

<div style="text-align:center">Grade 8 - Adopted: 2012</div>

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.

PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.
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(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**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.8.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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 **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').

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

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

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 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**
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.)

PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.

Lesson 12: Unit 4 Summarizing a Reference, p. 107-119

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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.**

PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.
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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.3.	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.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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

PERFORMANC E 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.**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.)
PERFORMANC E 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**

PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**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.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult 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.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

<div align="center">Grade 7 - Adopted: 2012</div>

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(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.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 8 - Adopted: 2012

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**
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**
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.
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(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.
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.

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New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.3.	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.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PERFORMANCE STANDARD / INDICATOR	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	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.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**
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**
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.

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PERFORMANC E STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **8** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.8.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E 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**
PERFORMANC E 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
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.8.7.	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
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.
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.

PERFORMANC E 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.**

PERFORMANC E 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.

PERFORMANC E 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**

PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

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

BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.7. b.	Students in 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

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

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

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

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

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

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

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

New Mexico Content Standards

Language Arts

Grade **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**
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.)

PERFORMANC E 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**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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 **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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
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.8.7.	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
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.

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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

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

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

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

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

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

STRAND / CONTENT STANDARD	NM.SL.7.	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD	NM.SL.7.	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / CONTENT STANDARD	NM.L.7.	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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

PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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.8.7.	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**
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.
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.**
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

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(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		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.
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.

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New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANC E STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

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

New Mexico Content Standards

Language Arts

Grade 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.

PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	NM.RI.6.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**

BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.7.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**

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

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**
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**
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.**

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / CONTENT STANDARD	**NM.RI.7.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. ''Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims'').
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **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
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

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<tr><td>PERFORMANCE STANDARD / INDICATOR</td><td>W.6.2(c)</td><td>Use appropriate transitions to clarify the relationships among ideas and concepts.</td></tr>
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<tr><td>STRAND / CONTENT STANDARD</td><td>NM.W.6.</td><td>Writing Standards</td></tr>
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<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>W.6.4.</td><td>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.)</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>W.6.5.</td><td>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.</td></tr>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

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

PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	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.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
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.8.7.	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**
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.

STRAND / CONTENT STANDARD	NM.SL.8.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

PERFORMANCE STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**

PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	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.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**
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.8.7.	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**
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.

PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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**
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	**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.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

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

PERFORMANC E STANDARD / INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 8 - Adopted: 2012

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.
PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E 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
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E 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.8.7.	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**
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.

STRAND / CONTENT STANDARD	NM.SL.8.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E 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.
PERFORMANC E STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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
PERFORMANC E 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.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 259-268

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 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.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **7** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7.a.	Grade 7 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.7.b.	Grade 7 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.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 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.
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		**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.8.7.	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**
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.

PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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.**
PERFORMANC E 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.
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6.a.	Grade 6 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.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	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

<div align="center">Grade 7 - Adopted: 2012</div>

STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7. a.	Grade 7 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.7. b.	Grade 7 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.7. c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / CONTENT STANDARD	NM.W.7.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	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	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		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		**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.8.7.	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**
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.
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
PERFORMANC E 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.

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 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.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(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.6.4(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.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 7 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.7.a.	Grade 7 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.7.b.	Grade 7 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.7.c.	Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
STRAND / CONTENT STANDARD	**NM.RL.7.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANC E STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / CONTENT STANDARD	NM.SL.7.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / CONTENT STANDARD	NM.L.7.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade 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.

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.
STRAND / CONTENT STANDARD	**NM.RL.8.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E 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.
PERFORMANC E 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.**
PERFORMANC E 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		**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.8.7.	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**
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.
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.
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.

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Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 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.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	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.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	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.6.5.	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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; 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.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<table>
<tr><td colspan="3" align="center">Grade 7 - Adopted: 2012</td></tr>
<tr><td>STRAND / CONTENT STANDARD</td><td>NM.RL.7.</td><td>Reading Standards for Literature</td></tr>
<tr><td>BENCHMARK / STANDARD</td><td></td><td>Key Ideas and Details</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>RL.7.3.</td><td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>NM.RL.7. a.</td><td>Grade 7 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.</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>NM.RL.7. b.</td><td>Grade 7 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.</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>NM.RL.7. c.</td><td>Grade 7 students will use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.</td></tr>
<tr><td>STRAND / CONTENT STANDARD</td><td>NM.RL.7.</td><td>Reading Standards for Literature</td></tr>
<tr><td>BENCHMARK / STANDARD</td><td></td><td>Range of Reading and Level of Text Complexity</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>RL.7.10.</td><td>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td></tr>
<tr><td>STRAND / CONTENT STANDARD</td><td>NM.W.7.</td><td>Writing Standards</td></tr>
<tr><td>BENCHMARK / STANDARD</td><td></td><td>Text Types and Purposes</td></tr>
<tr><td>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</td><td>W.7.2.</td><td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td></tr>
</table>

PERFORMANC E STANDARD / INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / CONTENT STANDARD	**NM.W.7.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PERFORMANCE STANDARD / INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / CONTENT STANDARD	**NM.SL.7.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / CONTENT STANDARD	**NM.L.7.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

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

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<div align="center">Grade 8 - Adopted: 2012</div>

STRAND / CONTENT STANDARD	**NM.RL.8.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
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		**Range of Reading and Level of Text Complexity**
PERFORMANC E 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.
PERFORMANC E 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.**

PERFORMANC E 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		**Production and Distribution of Writing**
PERFORMANC E 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.)
PERFORMANC E 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**
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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**
PERFORMANC E 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.**
PERFORMANC E STANDARD / INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PERFORMANC E STANDARD / INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
PERFORMANC E 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.8.6. | 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. |