New Mexico
Common Core
Extended Grade Band Expectations

English Language Arts

Acknowledgements

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English Language Arts Committee Panel consists of the following members:

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Introduction

In 2010, the state of New Mexico adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics. The CCSS are now part of the New Mexico Content Standards. Recognizing the need to make the content standards accessible for all students, the New Mexico Public Education Department in collaboration with the American Institutes for Research developed the New Mexico Common Core Extended Grade Band Expectations.

Grade Band Expectations

The expectations are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. Students receiving instruction based on the grade band expectations total approximately 1% of New Mexico's student population and are assessed through the New Mexico Alternate Performance Assessment (NMAPA). Standards (academic skills) from the CCSS were identified within the following grade bands: 3–5, 6–8, and high school. For each standard, three levels of expectations were created from highest to lowest complexity. Expectations are meant to provide a continuum of entry points related to the English Language Arts and Mathematics standards. Following the full text of the standard, the expectations are organized as follows:

- Extension 1—Most complex application of the standard
- Extension 2—Less complex application of the standard
- Extension 3—Least complex application of the standard

Within each grade band, standards were selected from the highest grade. If a concept was not represented within the highest grade, a standard that reflects the concept was included from a lower grade. Some standards within specific grade bands were not extended due to the complexity of the skills and are not included in this document. *Please note students should not be categorized according to a particular extension level. Instead, instruction should target expectations appropriate to individual strengths which may vary across standards.*

Purpose

The expectations will be used by school personnel to plan and implement lessons based on academic standards. Expectations will assist special educators in planning academic activities aligned to the state standards. In planning academic activities, teachers must consider incorporation of non-academic skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills. Additionally, the expectations will be the basis of the NMAPA.

Students will participate in NMAPA testing in the spring of each school year. Test items will be aligned to the expectations. Therefore, it is imperative that students receive instruction aligned to the expectations throughout the school year.

Considerations for Use

The New Mexico Common Core Extended Grade Band Expectations do not specify individual accommodations or supports that may be necessary for students to access the curriculum. When designing lessons based on the expectations, teachers should consider the unique learning needs of each student and employ the necessary accommodations. According to the CCSS *Application to Students with Disabilities* document Council of Chief State School Officers (CCSSO) 2010, "These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards." In addition to considering accommodations, teachers should reference the complete CCSS document for grade-specific standards, text and writing exemplars, and suggested texts.

Navigating the New Mexico Common Core Extended Grade Band Expectations

The document is divided by **grade bands,** and each section is identified by informational text at the top of each page.

- **Common Core (CC) Clusters** describe how multiple Common Core (CC) standards and New Mexico Benchmarks are related.
- **Common Core (CC) Standards** define what students should understand and be able to do.
- **Corresponding New Mexico (NM) Benchmarks** define what students should understand and be able to do, according to New Mexico academic content standards.
- **Common Core (CC) Essence** is the main idea of the Common Core standard.
- **Common Core (CC) Expectations** are entry points to the Common Core standard.

Grade Band: 3-5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Key Ideas and Details (KID)	5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed K–4 Benchmark 3: Demonstrate critical thinking skills to comprehend written, spoken, and visual information 5–8 Benchmark 3: Apply critical thinking skills to analyze information	Use text to support factual and inferential responses	Extension 1: Given an inferential question, locate details from text to support answer Extension 2: Given a factual question, locate details from text to support answer Extension 3: Answer literal questions about text

New Mexico
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Extended Grade Band Expectations

English Language Arts

Grade Band 3–5

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Key Ideas and Details (KID)	**5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	**Content Standard I**: Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Use text to support factual and inferential responses**	**Extension 1**: Given an inferential question, locate details from text to support answer **Extension 2:** Given a factual question, locate details from text to support answer **Extension 3**: Answer literal questions about text

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Key Ideas and Details (KID)	5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed K–4 Benchmark 1: Listen to, read, react to, and retell information 5–8 Benchmark 1: Listen to, read, react to, and interpret information	Determine the theme and summarize text	**Extension 1:** Describe the main idea of the text **Extension 2:** Summarize stories including fables and folk tales **Extension 3:** Identify events and details from a familiar story

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Key Ideas and Details (KID)	**5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Compare and contrast story elements**	**Extension 1:** Compare characters, settings, or events **Extension 2**: Describe characters, settings, or events **Extension 3**: Identify characters, settings, or events

	Grade Band: 3–5			
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	No Benchmark was found	**Word meaning including figurative language**	**Extension 1**: Describe the meaning of words and phrases as they are used in a text
				Extension 2: Identify words and phrases in stories or poems that suggest feelings
				Extension 3: Match a word with a picture/object that indicates its meaning

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 1:** Listen to, read, react to, and retell information **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Text Structure**	**Extension 1:** Sequence three events in a story, drama, or poem **Extension 2:** Describe the beginning and ending of a story, drama, or poem **Extension 3:** Identify the beginning or end of story, drama, or poem

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.6** Describe how a narrator's or speaker's point of view influences how events are described	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Point of view and purpose**	**Extension 1**: Identify the storyteller/narrator's purpose **Extension 2**: Identify who is telling the story to determine point of view **Extension 3:** Identify one or more characters

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Integration of Knowledge and Ideas (IKI)	**5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read,heard and viewed **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply criticalthinking skills to analyze information	**Connect visual elements to text**	**Extension 1:** Describe how the visual element relate to text **Extension 2:** Describe what is happening in the visual element **Extension 3:** Identify one visual element in a text

Grade Band: 3–5

CC Domain: I. Reading Standards for Literature (RL)

CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Integration of Knowledge and Ideas (IKI)	**5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 2:** Locate and use a variety of resources to acquire information across the curriculum	**Compare and contrast stories**	**Extension 1:** Describe differences between two stories from the same genre **Extension 2**: Describe similarities between two stories from the same genre **Extension 3:** Identify similar stories

Grade Band: 3–5				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Range of Reading and Level of Text Complexity (RRLTC)	**5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 1:** Listen to, read, react to, and retell information **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Reading comprehension**	**Extension 1**: No expectations available - grade-level reading materials should be adapted to the student's reading level **Extension 2**: N/A **Extension 3**: N/A

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Key Ideas and Details (KID)	**5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Use text to support factual and inferential responses**	**Extension 1**: Given an inferential question, locate details from text to support answer **Extension 2**: Given a factual question, locate details from text to support answer **Extension 3:** Answer literal questions about text

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Key Ideas and Details (KID)	**5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed

K–4 Benchmark 1: Listen to, read, react to, and retell information

5–8 Benchmark 1: Listen to, read, react to, and interpret information | **Determine main idea and summarize** | **Extension 1:** Identify details that support the main idea

Extension 2: Given a topic, identify the main idea

Extension 3: Identify the topic |

		Grade Band: 3–5		

CC Domain: II. Reading Standards for Informational Text (RI)

CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Key Ideas and Details (KID)	**5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Understanding relationships between individuals, events, or concepts**	**Extension 1:** Identify connections between two steps in a process **Extension 2:** Sequence two steps in a process **Extension 3:** Identify a single step in a process

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	No Benchmark was found.	**Word meaning**	**Extension 1**: Make connections with other key words in a text to determine their meanings
				Extension 2: Ask and answer questions about unknown words in a text
				Extension 3: Match a word with a picture/object that indicates its meaning

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Compare text structures**	**Extension 1:** Compare text structures of two different texts **Extension 2:** Use text features to locate information **Extension 3:** Identify a characteristic/element in one text structure

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Craft and Structure (CS)	**5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 2:** Locate and use a variety of resources to acquire information across the curriculum	**Comparing multiple accounts of the same event**	**Extension 1:** Identify differences between two texts that share a common topic **Extension 2:** Identify similarities between two texts that share a common topic **Extension 3:** Identify a common topic of two different texts

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Integration of Knowledge and Ideas (IKI)	**5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 2:** Locate and use avariety of resources to acquire information across the curriculum	**Locate the answer to questions about the text**	**Extension 1:** Locate the answers to questions about print/graphic sources **Extension 2:** Answer literal questions about print sources **Extension 3:** Answer literal questions about graphic sources (e.g. simple maps, graphs, charts)

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Integration of Knowledge and Ideas (IKI)	**5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 3:** Demonstrate critical thinking skills to comprehend written, spoken, and visual information **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Connect the author's supporting details to the idea**	**Extension 1**: Locate a reason/detail that supports points from a text **Extension 2:** Recall evidence from a text **Extension 3**: Identify the topic of a text

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Integration of Knowledge and Ideas (IKI)	**5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 2:** Gather and use information for research and other purposes	**Gather sources/information about the same topic and write/speak about it**	**Extension 1:** Gather information about a selected topic from multiple sources and report key details **Extension 2:** Gather information about a selected topic from multiple sources **Extension 3:** Identify two pieces of information about the same topic

Grade Band: 3–5				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Range of Reading and Level of Text Complexity (RRLTC)	**5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 1:** Listen to, read, react to, and retell information **5–8 Benchmark 1:** Listen to, read, react to,and interpret information	**Reading comprehension**	**Extension 1:** No expectations available - grade-level reading materials should be adapted to the student's reading level
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 3–5				
CC Domain: III. Reading Standards: Foundational Skills (RF)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Phonics and Work Recognition (PWR)	**5.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 4:** Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension. **5–8 Benchmark 4:** Demonstrate competence in the skills and strategies of the reading process	**Use phonics to decode words**	**Extension 1:** Decode regularly spelled one syllable words **Extension 2:** Recognize sight words **Extension 3:** Imitate letter sounds

		Grade Band: 3–5		
		CC Domain: III. Reading Standards: Foundational Skills (RF)		
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Fluency (FL)	**5.4** Read with sufficient accuracy and fluency to support comprehension.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard and viewed. **K–4 Benchmark 4:** Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension. **5–8 Benchmark 4:** Demonstrate competence in the skills and strategies of the reading process	**Reading fluency**	**Extension 1:** Read orally with accuracy at an appropriate rate **Extension 2:** Read orally with accuracy **Extension 3:** Recognize familiar words

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Text Types and Purposes (TTP)	**5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Writing opinion pieces**	**Extension 1:** Introduce a topic and state an opinion **Extension 2:** State or select an opinion **Extension 3:** Introduce a topic

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Text Types and Purposes (TTP)	**5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Writing informative pieces**	**Extension 1:** Provide facts/examples to introduce and develop a topic **Extension 2**: Introduce a topic and supply some facts **Extension 3:** Introduce a topic

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Text Types and Purposes (TTP)	**5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Writing narrative pieces**	**Extension 1**: Write about events using temporal or transitional words **Extension 2:** Write about events providing details to describe actions, thoughts, or feelings **Extension 3:** Sequence events

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Production and Distribution of Writing (PDW)	**5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Produce writing pieces**	**Extension 1**: No expectations available (see standards 1-3) **Extension 2:** N/A **Extension 3:** N/A

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Production and Distribution of Writing (PDW)	**5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Revise and edit**	**Extension 1**: With guidance and support, revise writing to maintain focus on a topic **Extension 2:** With guidance and support, add detail(s) to strengthen writing **Extension 3**: With guidance and support, respond to questions/suggestions about writing

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Production and Distribution of Writing (PDW)	**5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Use technology to produce and publish writing**	**Extension 1:** With guidance and support, use technology to produce a paragraph **Extension 2:** With guidance and support, use technology to produce two or more sentences **Extension 3:** With guidance and support, use technology to express a simple sentence

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Research to Build and Present Knowledge (PBPK)	**5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	No Benchmark was found.	**Conduct research**	**Extension 1:** Recall details from research to support a topic
				Extension 2: Identify a source related to a research project topic
				Extension 3: Select topic for research

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Research to Build and Present Knowledge (PBPK)	**5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	No Benchmark was found.	**Recall and gather information**	**Extension 1:** Recall details from experiences or research and list sources
				Extension 2: Recall details from experiences or research
				Extension 3: Select a relevant detail from experiences

		Grade Band: 3–5		
		CC Domain: IV. Writing Standards (W)		
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Research to Build and Present Knowledge (PBPK)	**5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	No Benchmark was found.	**Drawing evidence from text**	**Extension 1:** No expectations available
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 3–5				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Range of Writing (RW)	**5.10** 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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Writing routinely**	**Extension 1:** No expectations available **Extension 2:** N/A **Extension 3:** N/A

Grade Band: 3–5				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Comprehension and Collaboration (CC)	**5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	**Content Standard II**: Students will communicate effectively through speaking and writing. **K–4 Benchmark 1:** Demonstrate competence in speaking to convey information **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Participate in collaborative conversations**	**Extension 1:** Pose and respond to specific questions to participate in discussions **Extension 2:** Continue a conversation through multiple exchanges **Extension 3:** Follow rules for conversation (e.g., turn taking)

Grade Band: 3–5				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Comprehension and Collaboration (CC)	**5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Content Standard II**: Students will communicate effectively through speaking and writing. **K–4 Benchmark 1:** Demonstrate competence in speaking to convey information **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Summarize key ideas from a presentation**	**Extension 1**: Paraphrase portions of information presented in diverse formats and media **Extension 2**: Identify details that are related to a presentation **Extension 3:** Determine the main idea/overall topic of a presentation

				Grade Band: 3–5	

CC Domain: V. Speaking and Listening Standards (SL)

CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Comprehension and Collaboration (CC)	**5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**Content Standard II**: Students will communicate effectively through speaking and writing. **K–4 Benchmark 1:** Demonstrate competence in speaking to convey information **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Use details from a presentation to support the speaker's claim**	**Extension 1:** Summarize the speaker's point(s) **Extension 2:** Identify the speaker's key points **Extension 3:** Identify one of the speaker's claims

Grade Band: 3–5				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Presentation of Knowledge and Ideas (PKI)	**5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**Content Standard II**: Students will communicate effectively through speaking and writing. **K–4 Benchmark 1:** Demonstrate competence in speaking to convey information **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Report on a topic**	**Extension 1:** Present sequential ideas logically with supporting details **Extension 2:** Present details in a sequential manner **Extension 3:** Present details about a topic

Grade Band: 3–5				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Presentation of Knowledge and Ideas (PKI)	**5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	No Benchmark was found.	**Add multimedia to presentations**	**Extension 1:** Add multimedia components to enhance a presentation **Extension 2**: Add one multimedia component to enhance a presentation **Extension 3:** Identify an appropriate drawings or visual to enhance a presentation

Grade Band: 3–5				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Presentation of Knowledge and Ideas (PKI)	**5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**Content Standard II**: Students will communicate effectively through speaking and writing. **K–4 Benchmark 1:** Demonstrate competence in speaking to convey information **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Use speech appropriate to a given task**	**Extension 1:** Express thoughts in a complete sentence **Extension 2:** Express thoughts in a one-word response **Extension 3:** Respond appropriately with yes/no

Grade Band: 3–5				
CC Domain: VI. Language Standards (L)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Conventions of Standard English (CSE)	**5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 2:** Apply grammatical and language conventions to communicate **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**English grammar and usage**	**Extension 1:** Use past, present, and future verb tenses appropriately **Extension 2:** Form a sentence using a subject, verb, and predicate **Extension 3**: Form a simple sentence using a noun/pronoun and verb (e.g. I run.)

Grade Band: 3–5				
CC Domain: VI. Language Standards (L)				
CC Clusters	CC Standards	Corresponding NM Benchmark	CC Essence	CC Extension
Conventions of Standard English (CSE)	**5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 2:** Apply grammatical and language conventions to communicate **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**Conventions of Writing**	**Extension 1:** Write a sentence beginning with a capital letter, ending with punctuation, and using correct spelling **Extension 2:** Write word(s) using correct spelling **Extension 3:** Use familiar sight words to express a thought

	Grade Band: 3–5			
CC Domain: VI. Language Standards (L)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Knowledge of Language (KL)	**5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Content Standard II:** Students will communicate effectively through speaking and writing. **K–4 Benchmark 2:** Apply grammatical and language conventions to communicate **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**Language conventions**	**Extension 1**: Demonstrate appropriate use of English (formal vs. informal) when speaking **Extension 2:** Participate in discussion using appropriate language **Extension 3:** Participate in discussion

Grade Band: 3–5				
CC Domain: VI. Language Standards (L)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Vocabulary Acquisition and Use (VAU)	**5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	No Benchmark was found.	**Word meaning**	**Extension 1**: Identify the meaning of unfamiliar words using prefix, suffix or root word strategies
				Extension 2: Use context clues to determine the meaning of unknown words
				Extension 3: Identify the meaning of familiar words

Grade Band: 3–5				
CC Domain: VI. Language Standards (L)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Vocabulary Acquisition and Use (VAU)	**5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No Benchmark was found.	**Word relationships**	**Extension 1:** Identify synonyms or antonyms of familiar words
				Extension 2: Identify real-life connections between words and their use
				Extension 3: Sort words into categories

Grade Band: 3–5				
CC Domain: VI. Language Standards (L)				
CC Clusters	**CC Standards**	**Corresponding NM Benchmark**	**CC Essence**	**CC Extension**
Vocabulary Acquisition and Use (VAU)	**5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover).	No Benchmark was found.	**Generalize words and phrases**	**Extension 1:** Use unfamiliar words and phrases associated with a particular topic
				Extension 2: Use temporal or transitional words when appropriate
				Extension 3: Use words acquired from familiar stories when speaking

New Mexico
Common Core
Extended Grade Band Expectations

English Language Arts

Grade Band 6–8

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**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.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Use text to support factual and inferential responses**	**Extension 1**: Given an inferential question, locate details from text to support the answer
				Extension 2: Given a factual question, locate details from text to support the answer
				Extension 3: Answer literal questions about text

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Determine the theme and summarize text**	**Extension 1:** Describe the theme of a text and retell its main events **Extension 2:** Identify the theme of a text and sequence its main events **Extension 3:** Identify the main events of a text

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Understanding how dialogue or incidents affect the story**	**Extension 1:** Identify and describe characters in a story (e.g., traits, motivations and feelings) and explain how their actions contribute to the sequence of events
				Extension 2: Describe how a story's plot unfolds
				Extension 3: With prompting and support, identify the problem and/or solution in a story

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**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.	No Benchmark was found.	**Word meaning and word choice**	**Extension 1:** Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes
				Extension 2: Determine the meaning of words and phrases as they are used in a text.
				Extension 3: Match a word or phrase from text with a picture or object indicating its meaning

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Text structure**	**Extension 1:** Compare the structure of a story with that of a poem, play, or song
				Extension 2: Identify structure within text (e.g., a sentence within a paragraph, line within a stanza, or character lines within a drama)
				Extension 3: Locate a paragraph or stanza

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Point of view and purpose**	**Extension 1**: Compare and/or contrast the viewpoints of the storyteller and the reader (self) **Extension 2:** Describe the storyteller or his or her point of view **Extension 3:** Identify who is telling the story

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Integration of Knowledge and Ideas (IKI)	**8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**Content Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **5–8 Benchmarks 1:** Use language, literature, and media to understand various social and cultural perspectives	**Compare a film/live production to text**	**Extension 1**: Compare and contrast text with film/live production **Extension 2:** Describe the similarities or differences between text and film/live production **Extension 3:** Identify one similarity or difference between text and film/live production

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Integration of Knowledge and Ideas (IKI)	**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.	**Content Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **5–8 Benchmarks 2:** Identify ideas and make connections among literary works	**Compare modern works to traditional stories**	**Extension 1:** Compare similar themes from two related works
				Extension 2: Describe similar events from two related works
				Extension 3: Identify similar characters from two related works

Grade Band: 6–8				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Range of Reading and Level of Text Complexity (RRLTC)	**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.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Reading comprehension**	**Extension 1:** No expectations available - grade-level reading materials should be adapted to the student's reading level
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Key Ideas and Details (KID)	**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.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Cite text to support factual and inferential responses**	**Extension 1:** Given an inferential question, locate details from text to support the answer
				Extension 2: Given a factual question, locate details from text to support the answer
				Extension 3: Answer literal questions about text

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Key Ideas and Details (KID)	8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed 5–8 Benchmark 1: Listen to, read, react to, and interpret information	Connect details to the main idea	Extension 1: Summarize the main idea with some points from text Extension 2: Locate supporting details Extension 3: Identify the main idea

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Analyze connections between individuals, ideas, or events**	**Extension 1:** Explain the connections between two individuals, events, or ideas
				Extension 2: Identify similarities or differences between two individuals, events, or ideas
				Extension 3: Describe events, individuals, or ideas, using specific information from text

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**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.	No Benchmark was found.	**Word meaning**	**Extension 1:** Determine why the author chose particular words **Extension 2:** Identify words or phrases the author used to set the tone **Extension 3:** Connect key words to determine meaning

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Paragraph structure**	**Extension 1:** Given multiple sentences, identify which ones support the key concept of a paragraph
				Extension 2: Identify the key concept of a paragraph
				Extension 3: Identify the topic of a paragraph

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Craft and Structure (CS)	**8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Identify author's point of view**	**Extension 1:** Defend the author's point of view/purpose with supporting details from text
				Extension 2: Identify details that support the author's point of view/purpose
				Extension 3: Identify the author's point of view/purpose

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Integration of Knowledge and Ideas (IKI)	**8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Content Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self.**5–8 Benchmarks 1:** Use language, literature, and media to understand various social and cultural perspectives	**Evaluate uses of media**	**Extension 1:** Describe advantages and disadvantages for using a particular medium
				Extension 2: Identify advantages or disadvantages for using a particular medium
				Extension 3: Identify media that could be used to learn more about a topic

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Integration of Knowledge and Ideas (IKI)	**8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 3:** Apply critical thinking skills to analyze information	**Distinguish between relevant and irrelevant information**	**Extension 1:** Describe relevant and irrelevant information related to an argument or claim **Extension 2:** Identify relevant and irrelevant information related to an argument or claim **Extension 3**: Identify the argument or claim

Grade Band: 6–8				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Range of Reading and Level of Text Complexity (RRLTC)	**8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	**Content Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **5–8 Benchmark 1:** Listen to, read, react to, and interpret information	**Reading comprehension**	**Extension 1:** No expectations available - grade-level reading materials should be adapted to the student's reading level
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Text Types and Purposes (TTP)	**8.1** Write arguments to support claims with clear reasons and relevant evidence.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Write persuasive pieces**	**Extension 1:** Introduce a claim and organize the reasons and evidence clearly
				Extension 2: Introduce a claim and state reasons/evidence
				Extension 3: Introduce a claim

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Text Types and Purposes (TTP)	**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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Write informative pieces**	**Extension 1:** Introduce a topic, provide facts or examples, and include a concluding statement **Extension 2:** Provide facts or examples to introduce and develop a topic **Extension 3:** Introduce a topic

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Text Types and Purposes (TTP)	**8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Write narrative pieces**	**Extension 1:** Introduce narrative techniques (e.g., dialogue) into writing **Extension 2:** Write about events and sequence using temporal or transitional words **Extension 3:** Write about events, providing details to describe actions, thoughts, or feelings

		Grade Band: 6–8		
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Production and Distribution of Writing (PDW)	**8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Content Standard II:** Students will communicate effectively through speaking and writing.**5–8 Benchmark 3:**Demonstrate competence in the skills and strategies of the writing process	**Produce writing pieces**	**Extension 1**: No expectations available (see standards 1-3)
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Production and Distribution of Writing (PDW)	**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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Revise and edit**	**Extension 1**: With guidance, revise and edit writing
				Extension 2: With guidance, revise writing, focusing on the topic
				Extension 3: With guidance, add detail(s) to strengthen writing

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Production and Distribution of Writing (PDW)	**8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Use technology to produce and publish writing**	**Extension 1:** Use technology to produce a paragraph **Extension 2:** Use technology to produce two or more sentences **Extension 3**: Use technology to express a simple sentence

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Research to Build and Present Knowledge (PBPK)	**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.	No Benchmark was found.	**Conduct research**	**Extension 1:** Ask and answer questions about a specified topic using multiple resources **Extension 2:** Recall details from multiple sources to answer questions about a particular topic **Extension 3:** Select details from two sources to share about a topic

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Research to Build and Present Knowledge (PBPK)	**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.	No Benchmark was found.	**Gather information**	**Extension 1:** Paraphrase information from multiple sources providing basic bibliographic information
				Extension 2: Recall details from multiple sources
				Extension 3: Recall details from two sources

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Research to Build and Present Knowledge (PBPK)	**8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	No Benchmark was found.	**Draw evidence from text**	**Extension 1:** No expectations available
				Extension 2: N/A
				Extension 3: N/A

Grade Band: 6–8				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Range of Writing (RW)	**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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process	**Write routinely**	**Extension 1:** No expectations available **Extension 2:** N/A **Extension 3:** N/A

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Comprehension and Collaboration (CC)	**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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Participating in collaborative conversations**	**Extension 1:** Form and express an opinion on the topics being presented as part of a collaborative discussion
				Extension 2: Pose and respond to specific questions to participate in discussions
				Extension 3: Continue a conversation through multiple exchanges following the rules for conversation

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Comprehension and Collaboration (CC)	**8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	No Benchmark was found.	**Analyzing the purpose of diverse media**	**Extension 1:** Describe the purpose of information presented in diverse media
				Extension 2: Summarize information presented in diverse media
				Extension 3: Recall details presented in diverse media

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Comprehension and Collaboration (CC)	**8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	No Benchmark was found.	**Understanding and evaluating a speaker's argument/claim**	**Extension 1:** Describe a speaker's argument/claim and determine relevant supporting evidence
				Extension 2: Describe a speaker's argument/claim
				Extension 3: Identify a speaker's argument/claim

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Presentation of Knowledge and Ideas (PKI)	**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.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Report on a topic**	**Extension 1**: Present a claim with supporting evidence **Extension 2:** Present information sequentially about a topic **Extension 3:** Present pertinent facts or details about a topic appropriate to a purpose, audience, and task

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Presentation of Knowledge and Ideas (PKI)	**8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	No Benchmark was found.	**Add multimedia to presentations**	**Extension 1:** Add two or more multimedia components to enhance a presentation **Extension 2:** Add one multimedia component to enhance a presentation **Extension 3:** Identify an appropriate drawing or visual to enhance a presentation

Grade Band: 6–8				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Presentation of Knowledge and Ideas (PKI)	**8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 1:** Use speaking as an interpersonal communication tool	**Use speech appropriate to a given task**	**Extension 1:** Respond appropriately to a task or situation using complete sentences **Extension 2:** Respond appropriately to a task or situation with a phrase **Extension 3:** Respond appropriately to task or situation

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Conventions of Standard English (CSE)	**8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**English grammar and usage**	**Extension 1:** Use past, present, or future verb tenses appropriately **Extension 2:** Form a sentence using a subject, verb, and predicate **Extension 3:** Form a simple sentence using noun/pronoun and verb (e.g. I run.)

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Comprehension and Collaboration (CC)	**8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**Conventions of Writing**	**Extension 1:** Write a sentence beginning with a capital letter, ending with punctuation, and using correct spellings
				Extension 2: Write word(s) using correct spelling
				Extension 3: Use multiple sight words to express a thought

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Knowledge of Language (KL)	**8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Content Standard II:** Students will communicate effectively through speaking and writing. **5–8 Benchmark 2:** Apply grammatical and language conventions to communicate	**Language conventions**	**Extension 1:** Choose words to express ideas precisely and clearly **Extension 2:** Demonstrate appropriate use of English (formal vs. informal) when writing or speaking **Extension 3:** Participate in discussion using appropriate language

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Vocabulary Acquisition and Use (VAU)	**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.	No Benchmark was found.	**Word meaning**	**Extension 1**: Identify the meaning of unfamiliar words using prefix/suffix or root word strategies
				Extension 2: Use context clues to determine the meaning of unknown words
				Extension 3: Identify the meaning of familiar words and apply them accurately

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Vocabulary Acquisition and Use (VAU)	**8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No Benchmark was found.	**Word relationships**	**Extension 1**: Explain the meanings of simple metaphors and similes
				Extension 2: Identify synonyms, antonyms, or homographs for words
				Extension 3: Identify real-life connections between words and their uses

Grade Band: 6–8				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Vocabulary Acquisition and Use (VAU)	**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.	No Benchmark was found.	**Generalize words and phrases**	**Extension 1:** Use unfamiliar words and phrases associated with a particular topic
				Extension 2: Use familiar words and phrases acquired from a text when speaking
				Extension 3: Use familiar words acquired from a text when speaking

New Mexico
Common Core
Extended Grade Band Expectations

English Language Arts

Grade Band High School

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**HS.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 3:** Demonstrate critical thinking skills to evaluate information and solve problems	**Use text to support factual and inferential responses**	**Extension 1:** Given an inferential question, cite details from text to support the answer
				Extension 2: Given a factual question, cite details from text to support the answer
				Extension 3: Answer literal questions about text

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**HS.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 4:** Apply knowledge of reading process to evaluate print, non-print, and technology-based information.	**Determine the theme and summarize text**	**Extension 1:** Describe the theme of a text and retell its main events **Extension 2:** Identify the theme of a text and sequence its main events **Extension 3:** Sequence main events of a text

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Key Ideas and Details (KID)	**HS.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 1:** Use language, literature, and media to understand the role of the individual as a member of many cultures	**Character development**	**Extension 1:** Analyze how and why a character changes throughout a text **Extension 2:** Identify and describe characters in a text (e.g. traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **Extension 3:** Match descriptions (e.g., feelings, thoughts, actions) to characters

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**HS.4** Determine the meaning of words and phrases as they are used in the text, including figurative andconnotative meanings; analyze the cumulative impact of specific word choices on meaning andtone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	No benchmark was found.	**Word meaning and word choice**	**Extension 1:** Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes
				Extension 2: Determine the meaning of words and phrases as they are used in a text.
				Extension 3: Match a word or phrase from a text with a picture or object indicating its meaning.

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**HS.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 1:** Listen to, read, react to, and analyze information	**Text structure and tone**	**Extension 1:** Interpret how the order of events affects a text **Extension 2:** Distinguish the pattern of events (e.g., first, then, next, last) **Extension 3:** Sequence three events from a text

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Craft and Structure (CS)	**HS.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 3:** Demonstrate critical thinking skills to evaluate information and solve problems	**Point of view from world literature**	**Extension 1:** Determine the author's point of view
				Extension 2: Compare and contrast the storyteller/narrator and reader (self)
				Extension 3: Describe the storyteller/narrator

		Grade Band: High School		
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Integration of Knowledge and Ideas (IKI)	**HS.7** Analyze the representation of a subject or a key scene in two different artistic mediums, includingwhat is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 2:** Understand literary elements, concepts, and genres	**How different mediums relate**	**Extension 1:** Compare and contrast two mediums **Extension 2:** Describe similarities or differences between two mediums **Extension 3:** Recognize one similarity or difference between two mediums

Grade Band: High School				
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Integration of Knowledge and Ideas (IKI)	**HS.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 2:** Understand literary elements, concepts, and genres	**Authors' use of source material**	**Extension 1:** Compare a text with given source material **Extension 2:** Describe similar events from two related texts **Extension 3:** Identify similar characters from two related texts

		Grade Band: High School		
CC Domain: I. Reading Standards for Literature (RL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Range of Reading and Level of Text Complexity (RRLTC)	**HS.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 1:** Listen to, read, react to, and analyze information	**Reading comprehension**	**Extension 1:** No expectations available - grade-level reading materials should be adapted to the student's reading level **Extension 2:** N/A **Extension 3:** N/A

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**HS.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 3:** Demonstrate critical thinking skills to evaluate information and solve problems	**Cite text to support factual and inferential responses**	**Extension 1:** Given an inferential question, locate details from text to support the answer **Extension 2:** Given a factual question, locate details from text to support the answer **Extension 3:** Answer literal questions about text

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Key Ideas and Details (KID)	**HS.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 3:** Demonstrate critical thinking skills to evaluate information and solve problems	**Connect details to main idea**	**Extension 1:** Summarize the main idea with some key points from a paragraph
				Extension 2: Locate supporting details
				Extension 3: Identify the main idea

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Key Ideas and Details (KID)	HS.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. 9–12 Benchmark 2: Understand literary elements, concepts, and genres	Analyze order of events and connections between individuals, ideas, or events	**Extension 1:** Describe how a series of events are connected **Extension 2:** Explain the connections between two individuals, events, or ideas **Extension 3:** Sequence a series of events

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Craft and Structure (CS)	**HS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices onmeaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	No benchmark was found.	**Word meaning**	**Extension 1:** Determine why the author chose particular words **Extension 2:** Identify words or phrases the author used to set the tone **Extension 3:** Connect key words to determine meaning

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Craft and Structure (CS)	**HS.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	No benchmark was found.	**Identify supporting evidence for the author's idea/claim**	**Extension 1:** Provide evidence to support the author's idea or claim
				Extension 2: Identify the sentences or specific words that support the author's idea or claim
				Extension 3: Identify the author's idea or claim

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Craft and Structure (CS)	**HS.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	No benchmark was found.	**Analyze the author's point of view**	**Extension 1:** Defend the author's point of view or purpose with supporting details from the text **Extension 2:** Identify details that support the author's point of view or purpose **Extension 3:** Identify the author's point of view or purpose

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Integration of Knowledge and Ideas (IKI)	**HS.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 1:** Use language, literature, and media to understand the role of the individual as a member of many cultures	**Compare and contrast details emphasized in different mediums**	**Extension 1:** Compare and contrast specific details from two or more accounts of the same subject presented in different mediums **Extension 2:** Describe similarities or differences about the same topic presented in different mediums **Extension 3:** Identify similar points made across the two mediums

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Integration of Knowledge and Ideas (IKI)	**HS.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 3:** Demonstrate critical thinking skills to evaluate information and solve problems	**Distinguish between relevant and irrelevant information in an argument/claim**	**Extension 1:** Critique an argument/claim to determine relevant and irrelevant information **Extension 2:** Categorize relevant and irrelevant information related to an argument or claim **Extension 3:** Describe information related to an argument/claim

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Integration of Knowledge and Ideas (IKI)	**HS.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**Standard III:** Students will use literature and media to develop an understanding of people, societies, and the self. **9–12 Benchmark 2:** Understand literary elements, concepts, and genres	**Analyze historical/literary documents and identify themes**	**Extension 1:** Identify the theme of historical/ literary documents **Extension 2:** Identify the topic of historical/ literary documents **Extension 3:** Match historical/literary documents to the relevant person, place, event, or topic

Grade Band: High School				
CC Domain: II. Reading Standards for Informational Text (RI)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Range of Reading and Level of Text Complexity (RRLTC)	**HS.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	**Standard I:** Students will apply strategies and skills to comprehend information that is read, heard, and viewed. **9–12 Benchmark 1:** Listen to, read, react to, and analyze information	**Reading comprehension**	**Extension 1:** No expectations available - grade-level reading materials should be adapted to the student's reading level **Extension 2:** N/A **Extension 3:** N/A

		CC Domain: IV. Writing Standards (W)		
		**Grade Band: High School**		

CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Text Types and Purposes (TTP)	**HS.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Write persuasive pieces**	**Extension 1:** Develop a claim and counterclaims with relevant supporting evidence
				Extension 2: Introduce a claim and organize the reasons/evidence clearly
				Extension 3: Introduce a claim and state reasons/evidence

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Text Types and Purposes (TTP)	**HS.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Write informative pieces**	**Extension 1:** Develop a topic using facts, definitions, or examples, and include a concluding statement that supports the information presented
				Extension 2: Introduce and develop a topic providing facts, definitions, or examples
				Extension 3: Introduce a topic and supply some facts

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Text Types and Purposes (TTP)	**HS.3** Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Write narrative pieces**	**Extension 1:** Write using narrative techniques (e.g., dialogue) to develop experiences, events, or characters
				Extension 2: Write about events and sequence using temporal or transitional words
				Extension 3: Write about events providing details to describe actions, thoughts, or feelings

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Production and Distribution of Writing (PDW)	**HS.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.)	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Produce writing pieces**	**Extension 1:** No expectations available (see standards 1-3) **Extension 2:** N/A **Extension 3:** N/A

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Production and Distribution of Writing (PDW)	**HS.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Revise and edit**	**Extension 1:** Revise and edit focusing on purpose, audience, and grammar
				Extension 2: Revise writing focusing on purpose and audience
				Extension 3: Revise writing focusing on the topic

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Production and Distribution of Writing (PDW)	**HS.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Use technology to produce and publish writing**	**Extension 1:** Use technology to produce multiple paragraphs **Extension 2:** Use technology to produce a paragraph **Extension 3:** Use technology to produce two or more sentences

CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
Research to Build and Present Knowledge (PBPK)	**HS.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	No Benchmark was found.	**Conduct research**	**Extension 1:** Conduct research using multiple sources to generate and answer questions **Extension 2:** Recall details from multiple sources to share about a topic **Extension 3:** Select details from two sources to share about a topic.

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Research to Build and Present Knowledge (PBPK)	**HS.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	No Benchmark was found.	**Gather information**	**Extension 1:** Paraphrase information from multiple sources providing basic bibliographic information using a standard format
				Extension 2: Recall details from multiple sources providing basic bibliographic information
				Extension 3: Recall details from multiple sources

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Research to Build and Present Knowledge (PBPK)	**HS.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	No Benchmark was found.	**Draw evidence from text**	**Extension 1:** No expectations available **Extension 2:** N/A **Extension 3:** N/A

Grade Band: High School				
CC Domain: IV. Writing Standards (W)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Range of Writing (RW)	**HS.10** Write routinely over extended time frames (time for research, reflection, and revision) and shortertime frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 3:** Demonstrate competence in the skills and strategies of the writing process to inform and persuade	**Write routinely**	**Extension 1:** No expectations available **Extension 2:** N/A **Extension 3:** N/A

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Comprehension and Collaboration (CC)	**HS.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 1:** Communicate information in a coherent and persuasive manner using verbal and non-verbal language	**Participate in collaborative conversations**	**Extension 1:** Form and express an opinion on topics presented as part of a collaborative discussion
				Extension 2: Pose and respond to specific questions to participate in a discussion
				Extension 3: Continue a conversation through multiple exchanges following the rules for conversation

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Comprehension and Collaboration (CC)	**HS.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	No Benchmark was found.	**Evaluate the credibility and accuracy of diverse media**	**Extension 1:** Explain how information presented in diverse media clarifies a topic, text, or issue
				Extension 2: Summarize information presented in diverse media
				Extension 3: Recall details presented in diverse media

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Comprehension and Collaboration (CC)	**HS.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	No Benchmark was found.	**Evaluate a speaker's point of view**	**Extension 1:** Describe a speaker's point of view and identify relevant supporting evidence or rhetoric
				Extension 2: Describe a speaker's point of view
				Extension 3: Identify a speaker's point of view

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Presentation of Knowledge and Ideas (PKI)	**HS.4** Present information, findings, and supporting evidence clearly, concisely, and logically such thatlisteners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 1:** Communicate information in a coherent and persuasive manner using verbal and non-verbal language	**Report on a topic**	**Extension 1:** Present a topic with supporting evidence **Extension 2:** Present information sequentially appropriate to a purpose, audience, and task **Extension 3:** Present pertinent facts/details about a topic appropriate to purpose, audience, and task

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Presentation of Knowledge and Ideas (PKI)	**HS.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	No Benchmark was found.	**Add multimedia to presentations**	**Extension 1:** Add two or more multimedia components to enhance a presentation **Extension 2:** Add one multimedia component to enhance a presentation **Extension 3:** Identify an appropriate drawing or visual to enhance a presentation

Grade Band: High School				
CC Domain: V. Speaking and Listening Standards (SL)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Presentation of Knowledge and Ideas (PKI)	**HS.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 1:** Communicate information in a coherent and persuasive manner using verbal and non-verbal language	**Use speech appropriate to a given task**	**Extension 1:** Respond appropriately using complete sentences (two or more) to a task and/or situation
				Extension 2: Respond appropriately with a sentence to a task and/or situation
				Extension 3: Respond appropriately to a task and/or situation

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Conventions of Standard English (CSE)	**HS.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 2:** Apply grammatical and language conventions to communicate	**English grammar and usage**	**Extension 1:** Use past, present, and future verb tenses appropriately when writing or speaking **Extension 2:** Form a sentence using a subject, verb, and predicate **Extension 3:** Form a simple sentence using a noun/pronoun and verb (e.g. I run.)

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Conventions of Standard English (CSE)	**HS.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 2:** Apply grammatical and language conventions to communicate	**Conventions of Writing**	**Extension 1:** Write a sentence with capital letters (when needed), correct punctuation, and correct spellings
				Extension 2: Write a sentence using correct spelling
				Extension 3: Use multiple sight words to express a thought

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Knowledge of Language (KL)	**HS.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Standard II:** Students will communicate effectively through speaking and writing. **9–12 Benchmark 2:** Apply grammatical and language conventions to communicate	**Language conventions**	**Extension 1:** Write and edit work based on grammar rules **Extension 2:** Choose words to express ideas precisely and clearly **Extension 3:** Demonstrate appropriate use of English (formal vs. informal) when writing or speaking

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Vocabulary Acquisition and Use (VAU)	**HS.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	No Benchmark was found.	**Word meaning**	**Extension 1:** Consult reference materials to determine the pronunciation or meaning
				Extension 2: Identify meaning of unfamiliar words using prefix/suffix or root word strategies
				Extension 3: Use context clues to determine the meaning of unknown words

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	CC Clusters	CC Clusters	CC Clusters	CC Clusters
Vocabulary Acquisition and Use (VAU)	**HS.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No Benchmark was found.	**Word relationships**	**Extension 1:** Compare the meaning of words with similar denotations (e.g., nuances, connotation)
				Extension 2: Explain the meaning of metaphors and similes
				Extension 3: Identify synonyms, antonyms, or homographs for words

Grade Band: High School				
CC Domain: VI. Language (L)				
CC Clusters	**CC Clusters**	**CC Clusters**	**CC Clusters**	**CC Clusters**
Vocabulary Acquisition and Use (VAU)	**HS.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	No Benchmark was found.	**Generalize words and phrases**	**Extension 1:** Use unfamiliar words and phrases associated with a particular topic
				Extension 2: Use familiar words and phrases acquired from a text when speaking
				Extension 3: Use familiar words acquired from a text when speaking