

## New Mexico Content Standards (Grade 9)

This chart correlates the New Mexico Content Standards to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<b>I-A.1d</b> Narrate experiences that offer a sense of the narrator's personal voice.	<b>Chapter 27</b> Speeches and Presentations
<b>I-A.3b</b> Form and refine a question for investigation using a topic of personal choice and answer that question by prioritizing and organizing information.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>I-A.3c</b> Form and refine a question for investigation using a topic of personal choice and answer that question by incorporating effective media and technology to inform or explain reporting in an appropriate form for a specified audience.	<b>Chapter 23</b> Writing the Research Paper
<b>I-B.1b</b> Use a variety of techniques for researching topics including summarizing dialogue.	<b>Chapter 29</b> Critical Thinking
<b>I-B.2a</b> Synthesize a variety of types of visual information including pictures and symbols.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>I-C.1a</b> Examine texts for arguments and develop informed opinions by examining relevant reason and evidence.	<b>Chapter 31</b> Study Skills and Test-taking
<b>I-C.1b</b> Examine texts for arguments and develop informed opinions by noting the progression of ideas that substantiate the proposal.	<b>Chapter 31</b> Study Skills and Test-taking
<b>I-C.1c</b> Examine texts for arguments and develop informed opinions by analyzing the style, tone, and use of language for a particular effect.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>I-C.2a</b> Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.	<b>Chapter 27</b> Speeches and Presentations
<b>I-D.1a</b> Explain meaning, describe processes, and answer research questions to inform others by demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.1b</b> Explain meaning, describe processes, and answer research questions to inform others by demonstrating comprehension of major ideas.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.1c</b> Explain meaning, describe processes, and answer research questions to inform others by summarizing major steps.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
<b>I-D.1d</b> Explain meaning, describe processes, and answer research questions to inform others by determining accuracy and clarity of the selection.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.2a</b> Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.3a</b> Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.	<b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.4a</b> Scan reading selections to determine whether a text contains relevant information.	<b>Chapter 31</b> Study Skills and Test-taking
<b>I-D.6a</b> Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).	<b>Chapter 26</b> Communication in the Digital Age
<b>II-A.3a</b> Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 18</b> Personal Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>II-A.4a</b> Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 18</b> Personal Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>II-B.1a</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation.	<b>Chapter 3</b> Phrases <b>Chapter 4</b> Clauses <b>Chapter 7</b> Subject/Verb Agreement <b>Chapter 10</b> End Marks and Commas <b>Chapter 11</b> Italics and Quotation Marks <b>Chapter 12</b> Other Punctuation <b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 18</b> Personal Writing <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>II-B.2a</b> Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing</p>
<p><b>II-B.3a</b> Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>II-C.2a</b> Use descriptive language to create images in the mind of the audience.</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing</p>
<p><b>II-C.3a</b> Compose written arguments that develop and support informed opinions by stating a progression of ideas.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>II-C.3b</b> Compose written arguments that develop and support informed opinions by selecting appropriate style, tone, and use of language for a particular effect.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>II-C.3c</b> Compose written arguments that develop and support informed opinions by describing and analyzing personal, social, historical, or cultural influences.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>II-C.3d</b> Compose written arguments that develop and support informed opinions by presenting rhetorical strategies to support the proposal.</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<b>II-C.4a</b> Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.	<b>Chapter 28</b> Vocabulary Power
<b>III-A.1a</b> Compare words and symbols that express a universal theme and reflect upon personal perspective and response.	<b>Chapter 21</b> Writing About Literature
<b>III-A.3a</b> Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience: an understanding of a student's personal reactions.	<b>Chapter 21</b> Writing About Literature
<b>III-A.3b</b> Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience: a sense of how the reaction results from careful consideration of the text an awareness of how personal and cultural influences affect the response.	<b>Chapter 21</b> Writing About Literature
<b>III-B.2a</b> Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic.	<b>Chapter 21</b> Writing About Literature
<b>III-B.3a</b> Make thematic connections between literary works and contemporary issues.	<b>Chapter 21</b> Writing About Literature
<b>III-B.4a</b> Explain the effects of point of view on the reader's understanding of a literary work.	<b>Chapter 21</b> Writing About Literature