

**Correspondence Between the New Mexico Content Standards  
and the Common Core State Standards for English Language Arts  
and Mathematics**

**Summary Report**

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## I. Introduction

New Mexico is implementing the Common Core State Standards (CCSS or Common Core) in all schools by 2014. At the request of the New Mexico Public Education Department (NMPED), WestEd conducted an analysis of the correspondence between the CCSS and the current New Mexico Content Standards (NM standards). This study addressed the following key question:

To what extent do the NM standards in English language arts (ELA) and mathematics correspond with the CCSS?

This report provides a summary of the key results of the analysis so that all New Mexico audiences—including teachers, administrators, parents, school board members, and business stakeholders—can understand how the CCSS differ from New Mexico’s current content standards. Individuals who may wish to review the full Final Report (which includes an overview of the methodology, a summary of quantitative and qualitative results, appendices with complete results for ELA and mathematics for grades K–12, and implications and recommendations) can find it on the New Mexico Public Education Department's Common Core website.

## II. Summary of Results for English Language Arts

This section provides a summary of the results of the analysis of the CCSS for ELA and the NM language arts standards, with a focus on areas of most concern for transitioning from the NM standards to the CCSS—that is, key content addressed in the CCSS that is covered only partially or not at all by the NM standards, or that is introduced at an earlier grade level than in the NM standards. The summary presents an overview of the “capacities of the literate individual” alignment, followed by a general overview of the NM standards alignment, and then includes sections for each ELA strand across grade spans K–5, 6–8, and 9–12. For charts organized by grade span across strands, see Appendix A.

### **Essential Characteristics of Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language**

In addition to the standards themselves, the CCSS ELA standards document includes a page-long description of students who are college and career ready in reading, writing, speaking, listening, and language. This description provides a sketch of target knowledge, skills, and understandings that the authors call “capacities of the literate individual.” The NM ELA standards document includes a set of Guiding Principles, philosophical statements about learning and teaching in language arts. While the focus of each set of descriptions is different, there is some overlap between them regarding the concepts of teaching and learning. An overview of the CCSS capacities is provided below, along with notes about their overlap with the current NM principles.

#### **They demonstrate independence by**

- comprehending and evaluating a wide range of complex texts and oral presentations, constructing effective arguments, and conveying intricate or multifaceted information; and
- demonstrating command of standard English and a wide-ranging vocabulary.

This capacity overlaps with Guiding Principles 1 and 7: developing thinking and language together, and attaining independence in learning.

#### **They build strong content knowledge by**

- establishing a base of knowledge across a wide range of subject matter, engaging with works of quality and substance; and
- becoming proficient in new areas through research and study, reading purposefully and listening attentively to gain both general knowledge and discipline-specific expertise.

This capacity overlaps with Guiding Principles 2, 3, and 4: developing skills in oral language, developing knowledge of a range of literary works, and writing to communicate ideas.

#### **They respond to the varying demands of audience, task, purpose, and discipline by**

- adjusting their purpose for reading, writing, speaking, and listening as needed; and
- adapting their communication in relation to audience, task, purpose, and discipline.

This capacity is partially addressed in Guiding Principle 9: developing a writing or speaking voice.

**They comprehend as well as critique by**

- working diligently to understand precisely what an author or speaker is saying; and
- questioning an author’s or speaker’s assumptions and premises and assessing the veracity of claims and the soundness of reasoning.

This capacity is partially addressed in Guiding Principle 1: developing thinking and language together.

**They value evidence by**

- citing specific, relevant evidence to support an oral or written interpretation of a text or their own points in writing and speaking; and
- making their reasoning clear to the reader or listener and constructively evaluating others’ use of evidence.

This capacity is not explicitly addressed in the Guiding Principles.

**They use technology and digital media strategically and capably by**

- tailoring online searches to acquire useful information efficiently and integrating it with what they learn offline; and
- selecting and using the technological tools and mediums best suited to their communication goals.

This capacity overlaps with Guiding Principle 5: developing literacy in all forms of media.

**They come to understand other perspectives and cultures by**

- reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews; and
- listening to and communicating effectively with people of varied backgrounds.

This capacity overlaps with Guiding Principles 8 and 10: building on students’ backgrounds and building awareness of both diversity and common ground.

**Key Differences Between CCSS for ELA and Current New Mexico Content Standards**

Because the CCSS grade-level standards for ELA are organized by College and Career Readiness Anchor Standards that are the same across grades K–12, there is considerable continuity across all grades. Core skills and knowledge in each strand are addressed at every grade, with the application of those skills and that knowledge progressing in depth and complexity across successive grades. The current NM standards are organized differently, with skills and knowledge varying across individual grade levels.

The following tables provide an overview of some of the key differences in ELA content covered in the CCSS standards and in the current NM standards. These tables are not intended to capture all of the

specific differences in content in the two sets of standards, but rather to identify key gaps in coverage of the CCSS in the current NM standards. In order to provide a general overview of key content, these tables provide a summary of the CCSS core skill addressed within each grade span.

**Reading**

Note: The following tables include CCSS Reading standards that were not addressed by current NM standards (had no coverage) in at least some grades. CCSS Reading standards that received at least partial coverage by current NM standards at most grades are not represented in the tables. However, it is worth noting two CCSS Reading standards that received only partial coverage across all grades in the NM standards: CCSS Reading standard RI.4, “Determine the meaning of general academic and domain-specific words and phrases” in a grade-appropriate text, and RI.10 and RL.10, which describe the range and complexity of literary and informational texts students are expected to read at each grade level. Current NM standards addressed part of the content of these standards at most grades, but did not address the requirements for “text complexity” specified in the CCSS and did not address comprehension of “academic and domain-specific” vocabulary in informational text.

**Table 1. Reading Standards for Literature**

Grade Span	CCSS Content	NM Differences
Grades K–5	Determine themes (“central message or lesson”) of literary text (grades 1–5).	NM standards do not address theme in literature in grades K–4. They partially address this content in grade 5.
	Describe point of view in stories (3–5).	NM standards partially cover point of view in grades 3 and 4. They do not address this content in grade 5.
	Use illustrations or visual presentations to describe or analyze characters, events, or setting in stories (K–5).	NM standards do not address this content in grades K–5.

<b>Grade Span</b>	<b>CCSS Content</b>	<b>NM Differences</b>
Grades 6–8	Explain and/or analyze the point of view of characters or the narrator in a text (6–8).	NM standards address this content in grade 6.
	Compare and contrast a written text with audio or visual versions of the text (6–8).	NM standards address this content in grade 6.
	Analyze the structure of literary texts and how structure contributes to meaning in a text (6–8).	NM standards provide some coverage of this content in grade 7.
	Compare and contrast how two or more texts address similar themes (6–8).	NM standards do not address this content in grades 6–8.
Grades 9–12	Determine the theme in a text and analyze its development over the course of the text (9–12).	NM standards address this content in grades 11–12.

**Table 2. Reading Standards for Informational Text**

<b>Grade Span</b>	<b>CCSS</b>	<b>NM Differences</b>
Grades K–5	Determine main idea (“main topic” in K–2) and supporting details in a text (K–5).	NM standards focus on this content in grade 3. They provide partial coverage of this content in grade 5.
	Describe or analyze the author’s main purpose or point of view in a text (2–5).	NM standards do not address this content in grades 2, 4, or 5. They provide partial coverage of point of view in grade 3.
	Use illustrations or other visual information (maps, diagrams, etc.) to understand or analyze ideas and information in text (K–5).	NM standards provide partial coverage of this content in grades 2, 4, and 5.
	Describe or explain how an author supports points in a text (K–5).	NM standards do not address this content in grades K–5.
	Describe the structure of a text or texts (K–5).	NM standards provide some coverage of this content in grades K–2. They do not address this content in grades 3–5.

Grade Span	CCSS	NM Differences
Grades 6–8	Use evidence from a text to support inferences or conclusions (6–8).	NM standards explicitly address this content in grades 5 and 8.
	Make connections between a written text and audio or visual versions of the text (6–8).	NM standards address this content in grade 6.
	Determine the central idea of a text and how it is conveyed through details in the text (6–8).	NM standards address this content in grades 5 and 7.
	Analyze structural elements of a text or texts (6–8).	NM standards do not address this content in grades 6–8.
	Compare and contrast how two or more texts address similar topics or ideas (6–8).	NM standards provide some coverage of this content in grade 6.
	Analyze interactions or connections between ideas, individuals, or events in a text (6–8).	NM standards do not address this content in grades 6–8.
Grades 9–12	Determine the central idea in a text or texts and analyze their development over the course of the text (9–12).	NM standards address this content in grades 11–12.
	Analyze interactions or connections between ideas, individuals, or events in a text (9–12).	NM standards do not address this content in grades 9–12.



## Writing

**Table 3. Writing**

Grade Span	CCSS	NM Differences
Grades K–5	Write “opinion pieces,” stating an opinion and providing reasons to support it (K–5, with simple versions for K–1).	NM standards do not address this content in grades K–4. They do cover this content in grade 5.
	Write explanatory texts, using facts, details, and examples to develop the topic and providing a conclusion (K–5, with simpler versions for K–1).	NM standards include some coverage of this content in grades K–3 but do not provide descriptive criteria (development, conclusion) for expository writing until grade 4.
	Write narratives, using descriptive details, clear event sequence, and a conclusion (K–5, with simpler versions for K–1).	NM standards provide partial coverage of this content in grades K–5 but do not include descriptive criteria for narrative writing as in the CCSS.
	Produce writing in which the development and organization are appropriate to task and purpose (3–5).	NM standards provide partial coverage of this content in grades 3–5, with fewer criteria for organization and development than in the CCSS.

Grade Span	CCSS	NM Differences
Grades 6–8	Write arguments, supporting claims with reasoning and evidence, and providing a conclusion (6–8).	NM standards address this content in grade 7.
	Write informative texts, conveying ideas and information through the effective selection and analysis of content (6–8).	NM standards provide partial coverage of this content in grades 6 and 8, with less specific criteria for expository writing than in the CCSS.
	Write narratives, using effective techniques, well-chosen details, and well-structured event sequences (6–8)	NM standards provide partial coverage of this content in grade 8, with less specific criteria for narrative writing than in the CCSS.
	Produce clear and coherent writing in which development, organization, and style are appropriate to purpose and audience (6–8).	NM standards cover this content in grade 8 and provide partial coverage of this content in grade 7.
Grades 9–12	Use technology to publish writing and to interact and collaborate with others (9–12).	NM standards do not address the use of technology to interact and collaborate with others on writing projects.

## Speaking and Listening

**Table 4. Speaking and Listening**

Grade Span	CCSS	NM Differences
Grades K–5	Participate in collaborative conversations about grade-level topics (K–5).	NM standards cover this content in K and provide partial coverage in grades 2 and 4.
	Use drawings or other visual displays (K–2) and audio recordings (3–5) in presentations to clarify ideas.	NM standards do not cover this content in grades K–4. They provide partial coverage of this content in grade 5.
Grades 6–8	Interpret and analyze information presented in diverse media and formats (6–8).	<p>NM standards provide partial coverage of this content in grades 6 and 8.</p> <p>(Note: NM standards for grades 6–8 cover most of the CCSS for Speaking and Listening but at a partial level, with less specific criteria for most of the skills and knowledge described.)</p>
Grades 9–12		<p>NM standards for grades 9–12 cover all the CCSS Speaking and Listening standards, with some partial coverage of CCSS standards for discussion and the integration of multimedia elements in presentations.</p>

## Language Strand

The Language strand in the CCSS encompasses three areas of focus: skills related to “Conventions of Standard English,” applying “Knowledge of Language” to effective language use, and “Vocabulary Acquisition and Use.” The CCSS grade-level standards for Language are very specific at each grade, as are the related NM standards. While there are numerous differences in the detailed content at each grade level, some general patterns are evident across grades. For example:

The CCSS for Knowledge of Language focus on applying an understanding of the non-literal meanings of words (connotations, nuance, figurative language) and an understanding of the different ways language functions in different contexts (formal/informal) to both reading and writing. In the grade-level standards, the application of this knowledge often focuses on the choice of words, phrases, syntax, or punctuation for effect in writing, and on the interpretation of specific words and phrases when reading. For example, a CCSS grade 3 standard requires students to “Choose words and phrases for effect.” This component of the CCSS Language strand is generally not emphasized in the current NM standards.

In Vocabulary Acquisition and Use, the CCSS do emphasize some core skills across all grades, with some specific application of the skill of determining the meaning of words by using context clues at every grade. This skill is currently emphasized at some grades and not others in the NM standards.

In relation to Conventions, most of the content of the CCSS is covered in the NM standards, but the CCSS grade-level standards tend to introduce many skills at earlier grades than in the NM standards. The following is an example of content covered at different grade levels in the two sets of standards:

NM grade 10 standard II-A.10.2, “Use knowledge of sentence structure to eliminate comma splices and dangling or misplaced modifiers,” (partially) aligns to CCSS grade 4 standard L.4.1f, “Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.”

More information about specific grade-by-grade differences in the coverage of Conventions and other components of the Language strand can be found in the Final Report appendices.

## Reading Foundational Skills

Most of the content of the CCSS Reading Foundational Skills (K–5) is covered by the NM standards. In some cases, there are slight differences in grade level, with CCSS typically introducing some skills one grade earlier than in the NM standards.

### III. Summary of Results for Mathematics

This section provides a summary of the results of the analysis of the CCSS for Mathematics and the current NM mathematics standards, with a focus on areas of most concern for transitioning from the NM standards to the CCSS—that is, key content addressed in the CCSS that is covered only partially or not at all by the NM standards, or that is introduced at an earlier grade level than in the NM standards. The summary begins with an overview of the CCSS Standards for Mathematical Practice alignment, followed by sections on the NM standards alignment for grade spans K–4, 5–8, and 9–12, organized by domain.

#### CCSS Standards for Mathematical Practice

The CCSS defines a set of 8 Standards for Mathematical Practice that are meant to be integrated with the Standards for Mathematical Content in meaningful ways. The NM standards document defines a set of five Process Standards that are intended to serve a similar purpose to the Practice Standards. In general, there is a solid level of alignment between the Practice and Process standards, with the Process Standards embedding more topics into fewer general categories. Key areas of overlap and gaps between the Practice and Process standards are summarized below.

- The Process Standard of “Problem Solving” is similar to the Practice Standard of “Make sense of problems and persevere in solving them.”
- The Process Standard of “Reasoning and Proof” is similar to the Practice Standards of “Reason abstractly and quantitatively” and “Construct viable arguments and critique the reasoning of others.”
- The Process Standard of “Representation” is similar to the Practice Standard of “Model with mathematics.”
- The Process Standard of “Communication” does not have a similar Practice Standard, but communication is apparent in the set of Practice Standards both explicitly and implicitly.
- The Process Standard of “Connections” does not have a similar Practice Standard. However, the most closely related Practice Standards would be “Reason abstractly and quantitatively,” “Look for and make use of structure,” and “Look for and express regularity in repeated reasoning.”
- The Practice Standard of “Use appropriate tools strategically” does not have a similar Process Standard, but the use of tools is mentioned throughout the Process Standards.
- The Practice Standard of “Attend to precision” does not have a similar Process Standard. While precision is mentioned in the Process Standard of “Communication,” the Practice Standard goes well beyond precision of language to precision of numbers, units, symbols, etc., which also receives a significant amount of attention in the Content Standards.

#### Key Differences Between CCSS for Mathematics and Current New Mexico Content Standards

The following tables provide an overview of some of the key differences in mathematics content covered in the CCSS standards and in the current NM standards. These tables are not intended to

capture all of the specific differences in content in the two sets of standards, but rather to identify key gaps in coverage of the CCSS in the current NM standards.

**Table 5. Grades K–5**

CCSS	NM Differences
<b>Domain: Counting and Cardinality (K)</b>	
Kindergarten: Count to 100 by ones and tens, count beginning at a given number within the sequence instead of having to begin at 1, and understand the concept of 0.	NM standards partially address this content in K, with numbers limited to 20.
<b>Domain: Operations and Algebraic Thinking (K–5)</b>	
Kindergarten: Represent operations with expressions or equations. Fluently add to 5.	NM standards address this content in grade 1.
Grades 1 and 2: Focus on numbers to 1,000.	NM standards focus on numbers to 100 in grades 1 and 2.
Grade 1: Understand the meaning of the equal sign and use equations to represent a problem; apply properties of operations as strategies to add and subtract.	NM standards address this content in grade 3.
Grade 4: Use multiplicative comparison with multiplying/dividing to solve word problems, distinguishing multiplicative comparison from additive comparison.	NM standards do not address this content.
Grade 5: Write and interpret numerical expressions without evaluating them.	NM standards do not address this content.
<b>Domain: Number and Operations in Base Ten (K–5)</b>	
Grade 1: Add two-digit numbers within 100, showing understanding with a variety of strategies based on place value, properties of operations, relating the strategy to a written method, and explaining the reasoning used.	NM standards do not address this content.
Grade 3: Use knowledge of place value at a deep level and in a variety of ways.	NM standards introduce place value early and continue into grades 3 and 4, but not at the same depth of knowledge.
Grade 3: Use knowledge of the base-ten system to round numbers, to fluently add and subtract within 1,000, and to multiply one-digit whole numbers by multiples of 10.	NM standards address this content in grade 4.
Grade 5: Explain patterns when multiplying and dividing whole numbers and decimals by powers of 10. Use place value understanding to round decimals to any place.	NM standards do not address this content.

CCSS	NM Differences
<b>Domain: Number and Operations—Fractions (3–5)</b>	
Grade 4: Understand fractions as multiples and multiply fractions by a whole number.	NM standards address this content in grade 6.
Grade 4: Express fractions with denominators of 10 as fractions with denominators of 100, and add those fractions.	NM standards do not address this content.
Grade 5: Use area models and tiling to multiply fractions, and represent fraction products as rectangular areas.	NM standards partially address this content in grade 6.
Grade 5: Solve real-world problems involving multiplication of fractions and mixed numbers, using visual fraction models or equations to represent the problem.	NM standards address this content in grade 6.
Grade 5: Interpret multiplication as scaling (resizing), by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without multiplying.	NM standards do not address this content.
<b>Domain: Measurement and Data (K–5)</b>	
Grade 2: Use linear measurement to understand addition and subtraction on a number line.	NM standards do not address this content.
Grade 3: Solve a variety of real-world and mathematical problems involving perimeters.	NM standards address this content in grade 4.
Grade 4: Understand and use the additive relationship among angles.	NM standards do not address this content.
Grade 5: Relate volume to the operations of multiplication and addition and solve problems involving volume.	NM standards address this content in grades 7 and 8.
Grade 5: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	NM standards do not address this content.
<b>Domain: Geometry (K–5)</b>	
Kindergarten: Describe objects in the environment using names of shapes, and describe the relative positions of these objects.	NM standards address this content in grade 1.
Kindergarten: Compose simple shapes to form larger shapes.	NM standards address this content in grade 2.
Kindergarten: Describe several measurable attributes of a single object; correctly name shapes regardless of orientations or overall size.	NM standards do not address this content.
Grade 1: Use geometry to understand fractions by partitioning circles and rectangles into equal shares, using language of fractions; and understand that decomposing into more equal shares creates smaller shares.	NM standards do not address this content.
Grade 3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole, and describe the area of each part as a unit fraction of the area of the shape.	NM standards do not address this content.

CCSS	NM Differences
Grade 4: Draw and identify points, lines, segments, rays, angles, and perpendicular and parallel lines.	NM standards address this content in grade 6.
Grade 5: Understand attributes related to categories and sub-categories of shapes.	NM standards do not address this content.

**Table 6. Grades 6–8**

CCSS	NM Differences
<b>Domain: Ratios and Proportional Relationships (6–7)</b>	
Grade 7: Recognize and represent proportional relationships, using various methods to decide whether two quantities are in a proportional relationship; identify the constant of proportionality in a variety of representations; and represent proportional relationships by equations.	NM standards address this content in grades 6 and 8.
<b>Domain: The Number System (6–8)</b>	
Grade 7: Add and subtract rational numbers, represented on a horizontal or vertical number line, including situations involving additive inverses, understanding distance as absolute value, and using properties of operations as strategies to add and subtract. Extend understandings of multiplication and division and of fractions to multiply and divide rational numbers, using properties of operation, leading to rules for multiplying signed numbers; convert rational numbers to decimals.	NM standards do not address this content.
<b>Domain: Expressions and Equations (6–8)</b>	
Grade 6: Identify when two expressions are equivalent.	NM standards address this content in grade 7.
Grade 6: Demonstrate understanding of solving an equation or inequality as a process of determining which values of a given set make the equation or inequality true.	NM standards address this content in grades 7 and 8.
Grade 7: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	NM standards address this content in grade 8.
Grade 7: Rewrite an expression in different forms in a problem context to show how the quantities in it are related.	NM standards do not address this content.
Grade 8: Solve linear equations in one variable, with rational coefficients, including examples with one solution, infinitely many solutions, or no solutions; successively transform a given equation into simpler forms; and expand expressions using the distributive property and collecting like terms.	NM standards do not address this content.
<b>Domain: Functions (8)</b>	
Grade 8: Understand a function as a rule that assigns to each input exactly one output, and the graph of a function as the set of ordered pairs of an input and its corresponding output. Compare properties of two functions each represented in a different way.	NM standards address this content in grades 9–12.



CCSS	NM Differences
<b>Domain: Geometry (6–8)</b>	
Grade 6: Find areas of polygons by composing or decomposing into other shapes; and apply these techniques in context.	NM standards address this content in grades 4 and 7.
Grade 6: Find the volume of a prism by packing it with unit fraction edged cubes, and relate multiplying three fractional lengths with volume formulas ( $V = l w h$ and $V = b h$ ).	NM standards address this content in grade 8.
Grade 6: Represent three-dimensional figures using nets to find the surface area of these figures, and apply these techniques in context.	NM standards address this content in grade 8.
Grade 7: Describe two-dimensional figures that result from slicing three-dimensional figures in plane sections.	NM standards do not address this content.
Grade 7: Solve problems involving area, volume, and surface area of two- and three-dimensional objects.	NM standards address this content in grades 8 and 9–12.
<b>Domain: Statistics and Probability (6–8)</b>	
Grade 6: Understand that a set of data has a distribution which can be described by its center, spread, and overall shape. Understand and recognize the difference between a measure of center for a numerical data set and a measure of variation.	NM standards do not address this content.
Grade 7: Understand meanings of statistics for a sample of a population; valid generalizations from a representative sample; and random sampling.	NM standards do not address this content.
Grade 7: Understand the probability of a chance event as a number between 0 and 1; understand likelihood indicated by larger numbers, and probabilities near 0, $\frac{1}{2}$ , and 1.	NM standards do not address this content.
Grade 7: Approximate the probability of a chance event by collecting data and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	NM standards address this content in grades 5 and 6.
Grade 7: Develop and use probability models, including both uniform and non-uniform models, to find probabilities of events; compare probabilities from a model to observed frequencies; and explain possible sources of discrepancy.	NM standards address this content in grades 5 and 8.
Grade 8: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	NM standards address this content in grades 9–12.

**Table 7. Grades 9–12**

CCSS	NM Differences
<b>Conceptual Category: Number and Quantity (HS)</b>	
Grades 9–12: Explain sums, differences, and products of rational, irrational, and complex numbers.	NM standards do not address this content.
Grades 9–12: Represent and model with vector quantities; perform operations on vectors and matrices.	NM standards do not address this content.
Grades 9–12: Understand and use units; define appropriate quantities; find complex solutions of quadratic equations; use polynomial identities; understand Fundamental Theorem of Algebra; and manipulate data by matrices.	NM standards partially address this content.
<b>Conceptual Category: Algebra (HS)</b>	
Grades 9–12: Interpret expressions and parts of expressions; prove and use polynomial identities; explain steps of solving an equation; construct proofs regarding solving systems of equations; understand graphs and explain x-coordinates as solutions of equations and inequalities.	NM standards do not address this content.
Grades 9–12: Represent a system of linear equations as a single matrix equation in a vector variable; find the inverse of a matrix if it exists and use it to solve systems of linear equations.	NM standards do not address this content.
Grades 9–12: Apply and understand equivalent expression forms, finite geometric series, polynomial systems and zeros, the Binomial Theorem, rational expressions systems and operations, one-variable equations and inequalities, and constraints; and solve various types of equations.	NM standards partially address this content.
<b>Conceptual Category: Functions (HS)</b>	
Grades 9–12: Understand sequences as functions, including recursive functions; compare properties of functions represented in different ways; distinguish between situations that can be modeled by linear and exponential functions; use tables and graphs to compare exponential functions to linear, quadratic, and polynomial functions; and understand radian measure of an angle and inverses of trigonometric functions.	NM standards do not address this content.
Grades 9–12: Understand and use a multiplicity of function types in various but specific ways.	NM standards do not address the CCSS focus on student understanding and function types.
<b>Conceptual Category: Geometry (HS)</b>	
Grades 9–12: Experiment with transformations in the plane, focusing on defining geometric concepts and transformations that carry a shape onto itself, and congruence in terms of rigid motion.	NM standards do not address this content.
Grades 9–12: Use the properties of similarity transformations to establish the AA criterion for similar triangles; explain and use the relationship between the sine and cosine of complementary angles; derive the formula $A = \frac{1}{2}ab \sin(C)$ for the area of a triangle.	NM standards do not address this content.

CCSS	NM Differences
Grades 9–12: Understand circles, formulas, and their uses; describe relationships among inscribed angles, radii, and chords; and use similarity to derive facts about arc lengths.	NM standards do not address this content.
Grades 9–12: Give an informal argument for the formulas for the circumference and area of a circle, and for the volumes of a cylinder, pyramid, and cone; identify the shapes of two-dimensional cross-sections of three-dimensional objects; and identify three-dimensional objects generated by rotations of two-dimensional objects.	NM standards do not address this content.
Grades 9–12: Use geometric shapes, their measures, and their properties to describe objects; and apply geometric methods to solve designing problems.	NM standards do not address this content.
<b>Conceptual Category: Statistics and Probability (HS)</b>	
Grades 9–12: Summarize categorical data in two-way frequency tables. Interpret relative frequencies in context (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in data. Interpret slope and intercept of a linear model in context.	NM standards do not address this content.
Grades 9–12: Describe events as subsets of a sample space. Understand independent events and calculate the probability of them occurring together, or determine if events are independent. Understand conditional probability and interpret independence in terms of conditional probability. Construct and interpret two-way frequency tables to decide if events are independent and to approximate conditional probabilities. Use permutations and combinations to compute probabilities of compound events.	NM standards do not address this content. (Note: While probability is covered in the NM standards, the CCSS address probability at a deeper level and in more complex ways, requiring understanding of complex probability concepts as well as the ability to use them.)
Grades 9–12: Define a random variable by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same displays as for data distributions. Calculate and interpret the expected value of a random variable. Develop a probability distribution for a random variable to calculate theoretical probabilities and find the expected value. Analyze decisions and strategies using probability concepts.	NM standards do not address this content.
Grades 9–12: Understand and use univariate or bivariate data sets and work with surveys, experiments, and observational studies.	NM standards partially address this content.

**Appendix A: Key Differences Between CCSS for ELA and Current New Mexico Content Standards  
Organized by Grade Span Across Strands**

**Table 5. ELA Grades K–5**

<b>Strand</b>	<b>CCSS Content</b>	<b>NM Differences</b>
Reading Standards for Literature	Determine themes (“central message or lesson”) of literary text (grades 1–5).	NM standards do not address theme in literature in grades K–4. They partially address this content in grade 5.
	Describe point of view in stories (3–5).	NM standards partially cover point of view in grades 3 and 4. They do not address this content in grade 5.
	Use illustrations or visual presentations to describe or analyze characters, events, or setting in stories (K–5).	NM standards do not address this content in grades K–5.
Reading Standards for Informational Text	Determine main idea (“main topic” in K–2) and supporting details in a text (K–5).	NM standards focus on this content in grade 3. They provide partial coverage of this content in grade 5.
	Describe or analyze the author’s main purpose or point of view in a text (2–5).	NM standards do not address this content in grades 2, 4, or 5. They provide partial coverage of point of view in grade 3.
	Use illustrations or other visual information (maps, diagrams, etc) to understand or analyze ideas and information in text (K–5).	NM standards provide partial coverage of this content in grades 2, 4, and 5.
	Describe or explain how an author supports points in a text (K–5).	NM standards do not address this content in grades K–5.
	Describe the structure of a text or texts (K–5).	NM standards provide some coverage of this content in grades K–2. They do not address this content in grades 3–5.

Strand	CCSS Content	NM Differences
Writing	Write “opinion pieces,” stating an opinion and providing reasons to support it (K–5, with simple versions for K–1).	NM standards do not address this content in grades K–4. They do cover this content in grade 5.
	Write explanatory texts, using facts, details, and examples to develop the topic and providing a conclusion (K–5, with simpler versions for K–1).	NM standards include some coverage of this content in grades K–3 but do not provide descriptive criteria (development, conclusion) for expository writing until grade 4.
	Write narratives, using descriptive details, clear event sequence, and a conclusion (K–5, with simpler versions for K–1).	NM standards provide partial coverage of this content in grades K–5 but do not include descriptive criteria for narrative writing as in the CCSS.
	Produce writing in which the development and organization are appropriate to task and purpose (3–5).	NM standards provide partial coverage of this content in grades 3–5, with fewer criteria for organization and development than in the CCSS.
Speaking and Listening	Participate in collaborative conversations about grade-level topics (K–5).	NM standards cover this content in K and provide partial coverage in grades 2 and 4.
	Use drawings or other visual displays (K–2) and audio recordings (3–5) in presentations to clarify ideas.	NM standards do not cover this content in grades K–4. They provide partial coverage of this content in grade 5.

**Table 6. ELA Grades 6–8**

Strand	CCSS	NM Differences
Reading Standards for Literature	Explain and/or analyze the point of view of characters or the narrator in a text (6–8).	NM standards address this content in grade 6.
	Compare and contrast a written text with audio or visual versions of the text (6–8).	NM standards address this content in grade 6.
	Analyze the structure of literary texts and how structure contributes to meaning in a text (6–8).	NM standards provide some coverage of this content in grade 7.
	Compare and contrast how two or more texts address similar themes (6–8).	NM standards do not address this content in grades 6–8.
Reading Standards for Informational Text	Use evidence from a text to support inferences or conclusions (6–8).	NM standards explicitly address this content in grades 5 and 8.
	Make connections between a written text and audio or visual versions of the text (6–8).	NM standards address this content in grade 6.
	Determine the central idea of a text and how it is conveyed through details in the text (6–8).	NM standards address this content in grades 5 and 7.
	Analyze structural elements of a text or texts (6–8).	NM standards do not address this content in grades 6–8.
	Compare and contrast how two or more texts address similar topics or ideas (6–8).	NM standards provide some coverage of this content in grade 6.
	Analyze interactions or connections between ideas, individuals, or events in a text (6–8).	NM standards do not address this content in grades 6–8.

Strand	CCSS	NM Differences
Writing	Write arguments, supporting claims with reasoning and evidence, and providing a conclusion (6–8).	NM standards address this content in grade 7.
	Write informative texts, conveying ideas and information through the effective selection and analysis of content (6–8).	NM standards provide partial coverage of this content in grades 6 and 8, with less specific criteria for expository writing than in the CCSS.
	Write narratives, using effective techniques, well-chosen details, and well-structured event sequences (6–8)	NM standards provide partial coverage of this content in grade 8, with less specific criteria for narrative writing than in the CCSS.
	Produce clear and coherent writing in which development, organization, and style are appropriate to purpose and audience (6–8).	NM standards cover this content in grade 8 and provide partial coverage of this content in grade 7.
Speaking and Listening	Interpret and analyze information presented in diverse media and formats (6–8).	<p>NM standards provide partial coverage of this content in grades 6 and 8.</p> <p>(Note: NM standards for grades 6–8 cover most of the CCSS for Speaking and Listening but at a partial level, with less specific criteria for most of the skills and knowledge described.)</p>

**Table 7. ELA Grades 9–12**

Strand	CCSS	NM Differences
Reading Standards for Literature	Determine the theme in a text and analyze its development over the course of the text (9–12).	NM standards address this content in grades 11–12.
Reading Standards for Informational Text	Determine the central idea in a text or texts and analyze their development over the course of the text (9–12).	NM standards address this content in grades 11–12.
	Analyze interactions or connections between ideas, individuals, or events in a text (9–12).	NM standards do not address this content in grades 9–12.
Writing	Use technology to publish writing and to interact and collaborate with others (9–12).	NM standards do not address the use of technology to interact and collaborate with others on writing projects.
Speaking and Listening		NM standards for grades 9–12 cover all the CCSS Speaking and Listening standards, with some partial coverage of CCSS standards for discussion and the integration of multimedia elements in presentations.