

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK /	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

PROFICIENCY		
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(c)	Use commas in dates and to separate single words in a series.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

New Mexico Content Standards
Language Arts
Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / INDICATOR	RL.1.1.	Ask and answer questions about key details in a text.

STANDARD / BENCHMARK / PROFICIENCY		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD /	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

BENCHMARK / PROFICIENCY		
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care,

STANDARD / INDICATOR		speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND /	NM.L.1.	Language Standards

CONTENT STANDARD		
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

**New Mexico Content Standards
Language Arts
Grade 1 - Adopted: 2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.d.	Grade 1 students will relate prior knowledge to textual information.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD /	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade

BENCHMARK / PROFICIENCY		
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND /	NM.W.1.	Writing Standards

CONTENT STANDARD		
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD /	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

INDICATOR		
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK /	RL.1.1.	Ask and answer questions about key details in a text.

PROFICIENCY		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others

STANDARD / INDICATOR		through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. c.	Grade 1 students will recognize repetition and predict repeated phrases.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

STANDARD		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD /	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

BENCHMARK / PROFICIENCY		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.c.	Grade 1 students will recognize repetition and predict repeated phrases.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others

STANDARD / INDICATOR		through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT	NM.L.1.	Language Standards

STANDARD		
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PERFORMANCE STANDARD / INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

**New Mexico Content Standards
Language Arts
Grade 1 - Adopted: 2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. a.	Grade 1 students will identify the main topic, retell key details of a text, and make predictions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.d.	Grade 1 students will relate prior knowledge to textual information.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD /	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR		
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).