

Main Criteria: Discoveries in Writing

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Key Ideas and Details**

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Craft and Structure**

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

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

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Key Ideas and Details**

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Craft and Structure**

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

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

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Range of Reading and Level of Text Complexity**

PERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCY RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD** **NM.RF.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 03: Unit 2 Writing from Notes, p. 27-34

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD **NM.RI.4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.

PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
CONTENT
STANDARD** **NM.RF.4. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / CONTENT STANDARD	NM.SL.4. Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD	NM.SL.4. Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / CONTENT STANDARD	NM.SL.4. Speaking and Listening Standards
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / CONTENT STANDARD **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD **NM.RL.4.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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STRAND / CONTENT STANDARD **NM.RL.4.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
CONTENT
STANDARD**

NM.RF.4. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD** **NM.SL.4. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /
CONTENT
STANDARD** **NM.SL.4. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.W.4.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
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BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
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BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
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BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND /
CONTENT
STANDARD** **NM.SL.4. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANC E STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC E STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
PERFORMANC E STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANC E STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANC E STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PERFORMANC E STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANC E STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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**STRAND /
CONTENT
STANDARD** **NM.L.4. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

New Mexico Content Standards

Language Arts
Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.

PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD** **NM.RF.4. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
CONTENT
STANDARD**

NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD** **NM.RF.4. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.W.4.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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**STRAND /
CONTENT
STANDARD**

NM.L.4.

Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND /
CONTENT
STANDARD**

NM.L.4.

Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
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PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND /
CONTENT
STANDARD**

NM.L.4.

Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Mexico Content Standards

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Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

New Mexico Content Standards

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Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / CONTENT STANDARD

NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY NM.W.4. b. Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

**STRAND /
CONTENT
STANDARD** **NM.SL.4. Speaking and Listening Standards**

**BENCHMARK /
STANDARD** **Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
CONTENT
STANDARD** **NM.RI.4.** **Reading Standards for Informational Text**

**BENCHMARK /
STANDARD** **Range of Reading and Level of Text Complexity**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
CONTENT
STANDARD** **NM.RF.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND /
CONTENT
STANDARD** **NM.L.4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

New Mexico Content Standards

Language Arts

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
CONTENT
STANDARD** **NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 24: Unit 7 Inventive Writing, p. 191-196

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD **NM.W.4.** **Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD****NM.L.4.****Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANC
E STANDARD /
INDICATOR

L.4.1(d)

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**STRAND /
CONTENT
STANDARD****NM.L.4.****Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANC
E STANDARD /
INDICATOR

L.4.3(c)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
CONTENT
STANDARD****NM.L.4.****Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 25: Unit 7 Inventive Writing, p. 197-202

New Mexico Content Standards**Language Arts**

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD****NM.W.4.****Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 26: Unit 7 Inventive Writing, p. 203-210

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 27: Unit 7 Inventive Writing, p. 211-218

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 28: Unit 7 Inventive Writing, p. 219-226

New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD **NM.W.4.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
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STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
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BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.

PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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New Mexico Content Standards

Language Arts

Grade 4 - Adopted: 2012

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
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**STRAND /
CONTENT
STANDARD**

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).