

# 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**

| <b>BENCHMARK /<br/>STANDARD</b>                      |         | <b>Key Ideas and Details</b>                                                                                                     |
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| PERFORMANCE STANDARD /<br>BENCHMARK /<br>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 /<br>BENCHMARK /<br>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**

| <b>BENCHMARK /<br/>STANDARD</b>                      |         | <b>Craft and Structure</b>                                                                                                            |
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| PERFORMANCE STANDARD /<br>BENCHMARK /<br>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**

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

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

| Range of Reading and Level of Text Complexity  |                                                        |                                                                                                                                                                                                                                            |
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| BENCHMARK / STANDARD                           |                                                        |                                                                                                                                                                                                                                            |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RF.4. Reading Standards: Foundational Skills</b> |                                                                                                                                                                                                                                            |
| 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.                                                                                                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                       |                                                                                                                                                                                                                                            |
| 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.)                           |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                       |                                                                                                                                                                                                                                            |
| 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").                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b>       |                                                                                                                                                                                                                                            |
| BENCHMARK / STANDARD                           |                                                        | Comprehension and Collaboration                                                                                                                                                                                                            |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>SL.4.1.</b>  | <b>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.</b>              |
| 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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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 |
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| 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. |

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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 |
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| 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. |

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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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| 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. |

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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 |
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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). |

# New Mexico Content Standards

## Language Arts

**Grade 4 - Adopted: 2012**

| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>       | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
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| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Key Ideas and Details</b>                             |                                                                                                                                                                                                                                            |
| 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.                                                                                                                                      |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>       | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Craft and Structure</b>                               |                                                                                                                                                                                                                                            |
| 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.                                                                                                      |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>       | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Integration of Knowledge and Ideas</b>                |                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.4.8.                                                  | Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                    |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>       | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Range of Reading and Level of Text Complexity</b>     |                                                                                                                                                                                                                                            |
| 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. |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>       | <b>NM.RF.4. Reading Standards: Foundational Skills</b>   |                                                                                                                                                                                                                                            |

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

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

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| <b>PERFORMANCE STANDARD / INDICATOR</b> | <b>W.4.2(a)</b> | 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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| <b>PERFORMANCE STANDARD / INDICATOR</b> | <b>W.4.2(b)</b> | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| <b>PERFORMANCE STANDARD / INDICATOR</b> | <b>W.4.2(c)</b> | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
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| <b>PERFORMANCE STANDARD / INDICATOR</b> | <b>W.4.2(d)</b> | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| <b>PERFORMANCE STANDARD / INDICATOR</b> | <b>W.4.2(e)</b> | Provide a concluding statement or section related to the information or explanation presented. |
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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4.</b> | <b>Writing Standards</b>                      |
| <b>BENCHMARK / STANDARD</b>      |                | <b>Production and Distribution of Writing</b> |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>W.4.4.</b> | 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.                                                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| 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").                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                               |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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.                                                                                                              |

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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.SL.4. Speaking and Listening Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.SL.4. Speaking and Listening Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.L.4. Language Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |               | <b>Conventions of Standard English</b>                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>L.4.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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

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| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.4.2(a) | Use correct capitalization. |
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| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.L.4. Language Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Knowledge of Language</b> |
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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.3.          | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / INDICATOR</b>               | L.4.3(a)        | Choose words and phrases to convey ideas precisely.                                                                                                                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / INDICATOR</b>               | L.4.3(b)        | Choose punctuation for effect.                                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / INDICATOR</b>               | 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).                                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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.                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / INDICATOR</b>               | 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.                                                                                                                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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). |
| <b>Lesson 03: Unit 2 Writing from Notes, p. 27-34</b> |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>New Mexico Content Standards</b>                   |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>Language Arts</b>                                  |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>Grade 4 - Adopted: 2012</b>                        |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.RI.4.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                   |

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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.                                                                                                                                      |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Craft and Structure</b>                                                                                                                                                                                                                 |
| 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.                                                                                                      |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                  |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.4.8.                                                  | Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                       |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RF.4. Reading Standards: Foundational Skills</b>   |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Fluency</b>                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.4.4.                                                  | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                                                                                                                                                                 |
| 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.                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Text Types and Purposes</b>                                                                                                                                                                                   |
| 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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>W.4.9.</b>   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                              |
| 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").                                                              |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                               |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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.                                                                                                              |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                               |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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 |  |
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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 |  |
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| 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 |  |
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| 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 |  |
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| 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).                                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| 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.                                                                                                                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| 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). |
| <b>Lesson 04: Unit 2 Writing from Notes, p. 35-42</b> |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>New Mexico Content Standards</b>                   |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>Language Arts</b>                                  |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>Grade 4 - Adopted: 2012</b>                        |                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.RI.4.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                   |
| 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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                         |                                                          | <b>Craft and Structure</b>                                                                                                                                                                                                                 |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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.                                                                                                      |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                         |                                                          | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                  |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RI.4.8.                                                  | Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                    |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                         |                                                          | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                       |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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. |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                | <b>NM.RF.4. Reading Standards: Foundational Skills</b>   |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                         |                                                          | <b>Fluency</b>                                                                                                                                                                                                                             |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RF.4.4.                                                  | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                        |
| PERFORMANCE<br>STANDARD /<br>INDICATOR                  | RF.4.4(a)                                                | Read on-level text with purpose and understanding.                                                                                                                                                                                         |
| PERFORMANCE<br>STANDARD /<br>INDICATOR                  | RF.4.4(c)                                                | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                                         |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                | <b>NM.W.4. Writing Standards</b>                         |                                                                                                                                                                                                                                            |
| <b>BENCHMARK /<br/>STANDARD</b>                         |                                                          | <b>Text Types and Purposes</b>                                                                                                                                                                                                             |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>W.4.2.</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>                                                                                                          |
| 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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                         |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |

| 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                                                                                                                                                                                    |
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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. |
| 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. |

**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**

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

**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**

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

**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**

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

**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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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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**

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| <b>BENCHMARK / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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**

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| <b>BENCHMARK / STANDARD</b> |  | <b>Key Ideas and Details</b> |
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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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| <b>BENCHMARK / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                          | <b>NM.RF.4. Reading Standards: Foundational Skills</b> |                                                                                                                                                                                                                  |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                                                        | <b>Fluency</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | RF.4.4.                                                | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | RF.4.4(a)                                              | Read on-level text with purpose and understanding.                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | RF.4.4(c)                                              | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                               |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                          | <b>NM.W.4. Writing Standards</b>                       |                                                                                                                                                                                                                  |
| <b>BENCHMARK /<br/>STANDARD</b>                                   |                                                        | <b>Text Types and Purposes</b>                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | W.4.3.                                                 | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>                                                             |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | 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.                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | W.4.3(c)                                               | Use a variety of transitional words and phrases to manage the sequence of events.                                                                                                                                |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | W.4.3(d)                                               | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | W.4.3(e)                                               | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                       |
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                          | <b>NM.W.4. Writing Standards</b>                       |                                                                                                                                                                                                                  |
| <b>BENCHMARK /<br/>STANDARD</b>                                   |                                                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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.                                                                                             |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                            |
| 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]."). |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Range of Writing</b>                                                                                                                                                                                                   |
| 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.     |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                   |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                    |
| 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.                                                                                                                  |

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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.SL.4. Speaking and Listening Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.SL.4. Speaking and Listening Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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<br>STANDARD /<br>BENCHMARK /<br>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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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.L.4. Language Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Conventions of Standard English</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b> | <b>NM.L.4. Language Standards</b> |  |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Knowledge of Language</b> |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| PERFORMANCE<br>STANDARD /<br>INDICATOR | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
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| PERFORMANCE<br>STANDARD /<br>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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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 06: Unit 3 Retelling Narrative Stories, p. 49-54

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

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

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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | W.4.3(c) | Use a variety of transitional words and phrases to manage the sequence of events. |
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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Range of Writing</b>                                                                                                                                                                                               |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
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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. |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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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**

|                                                |        |                                                                                                        |
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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                 |
| 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**

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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                             |
| 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**

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| BENCHMARK / STANDARD                           |        | <b>Knowledge of Language</b>                                                                 |
| 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. |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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 07: Unit 3 Retelling Narrative Stories, p. 55-58

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Key Ideas and Details</b> |
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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.                                 |
| 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). |

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

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Fluency</b>                                                      |
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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.                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Text Types and Purposes</b>                                                                                                                                                                                   |
| 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.                                                                                                                                       |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |

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

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| <b>BENCHMARK / STANDARD</b> |  | <b>Range of Writing</b> |
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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**

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| <b>BENCHMARK / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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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.

**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**

|                             |  |                                        |
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| <b>BENCHMARK / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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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.

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

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Presentation of Knowledge and Ideas</b> |  |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Knowledge of Language</b> |  |
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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(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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Vocabulary Acquisition and Use</b> |  |
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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.

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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Vocabulary Acquisition and Use</b> |  |
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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).

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.                                                                         |
| 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                           | 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 |                                                                                                                                                                                                                                        |
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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.                                             |
| 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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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.2.         | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                           |
| 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.                                                                                                                           |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                           |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Knowledge of Language</b>                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.3.         | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                 |
| 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).                         |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                           |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.4.         | <b>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.</b>                       |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                           |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.5.         | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>                                                                                          |

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| 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. | <b>Language Standards</b> |
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| BENCHMARK / STANDARD |  | <b>Vocabulary Acquisition and Use</b> |
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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 09: Unit 4 Summarizing a Reference, p. 65-74**

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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| STRAND / CONTENT STANDARD | NM.RI.4. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Key Ideas and Details</b> |
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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. |
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| 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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Craft and Structure</b> |
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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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Integration of Knowledge and Ideas</b> |
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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.                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                       |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RF.4.</b> | <b>Reading Standards: Foundational Skills</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Fluency</b>                                                                                                                                                                                                                             |
| 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.                                                                                                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                   |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                             |
| 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).                                                                                                                           |

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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.                                                                                                                        |
| PERFORMANCE STANDARD / INDICATOR               | W.4.2(e)                         | Provide a concluding statement or section related to the information or explanation presented.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |

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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.                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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.                                                                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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.                                                                       |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                            |

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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**

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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                 |
| 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**

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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                             |
| 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**

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| BENCHMARK / STANDARD                           |        | <b>Knowledge of Language</b>                                                                 |
| 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. |
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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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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**

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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Key Ideas and Details</b> |
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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.                                                                                                                                      |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Craft and Structure</b>                                                                                                                                                                                                                 |
| 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.                                                                                                      |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                  |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.4.8.                                                  | Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4. Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                       |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RF.4. Reading Standards: Foundational Skills</b>   |                                                                                                                                                                                                                                            |
| <b>BENCHMARK / STANDARD</b>                    |                                                          | <b>Fluency</b>                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.4.4.                                                  | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                                                                                                                                                                 |
| 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.                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Text Types and Purposes</b>                                                                                                                                                                                   |
| 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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |

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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. | <b>Writing Standards</b> |
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| BENCHMARK / STANDARD                           |        | <b>Research to Build and Present Knowledge</b>                                                    |
| 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. | <b>Writing Standards</b> |
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| BENCHMARK / STANDARD                           |            | <b>Research to Build and Present Knowledge</b>                                                     |
| 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. | <b>Writing Standards</b> |
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| BENCHMARK / STANDARD                           |         | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. | <b>Speaking and Listening Standards</b> |
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| BENCHMARK / STANDARD                           |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
| 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.                                                                                                                                             |

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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.                                                                  |
| PERFORMANCE STANDARD / INDICATOR               | SL.4.1(d)                                        | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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.                                                                                                                           |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Knowledge of Language</b>                                                                                                                                                                        |
| 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).                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Key Ideas and Details</b> |
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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. |
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| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Craft and Structure</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
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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 /<br>STANDARD |  | Range of Reading and Level of Text Complexity |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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 /<br>STANDARD                                 |         | Fluency                                                             |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| PERFORMANCE<br>STANDARD /<br>INDICATOR | RF.4.4(a) | Read on-level text with purpose and understanding. |
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| PERFORMANCE<br>STANDARD /<br>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 /<br>STANDARD                                 |        | Text Types and Purposes                                                                          |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| PERFORMANCE<br>STANDARD /<br>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<br>STANDARD /<br>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<br>STANDARD /<br>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<br>STANDARD /<br>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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Range of Writing</b>                                                                                                                                                                                               |
|------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
|------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Comprehension and Collaboration</b>                                                                                                          |
|------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
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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**

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

**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**

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

**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**

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

**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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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.4. | <b>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.</b> |

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

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| 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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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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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| <b>BENCHMARK / STANDARD</b>                    |         | <b>Key Ideas and Details</b>                                                                                                     |
| 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. |

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| 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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Craft and Structure</b> |
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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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Integration of Knowledge and Ideas</b> |
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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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Range of Reading and Level of Text Complexity</b> |
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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. | <b>Reading Standards: Foundational Skills</b> |
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| BENCHMARK / STANDARD |  | <b>Fluency</b> |
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| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.4.4. | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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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**

|                                                                   |                 |                                                                                                                                                                                             |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                 | <b>Text Types and Purposes</b>                                                                                                                                                              |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(a)</b> | 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. |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(b)</b> | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                            |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(c)</b> | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).                                                                            |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(d)</b> | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(e)</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.4.</b> | 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.) |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.5.</b> | 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**

|                                                                   |               |                                                                                                                                                                                   |
|-------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BENCHMARK /<br/>STANDARD</b>                                   |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.8.</b> | 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**

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

**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**

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

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

|                                                                   |                |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BENCHMARK /<br/>STANDARD</b>                                   |                | <b>Range of Writing</b>                                                                                                                                                                                                      |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.10.</b> | <b>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.</b> |

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

|                                                                   |                  |                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BENCHMARK /<br/>STANDARD</b>                                   |                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>SL.4.1.</b>   | <b>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.</b> |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(a)</b> | <b>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.</b>                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(b)</b> | <b>Follow agreed-upon rules for discussions and carry out assigned roles.</b>                                                                                                                                             |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(c)</b> | <b>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.</b>                                              |

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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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.1.                                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                          |
| 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.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.2.                                           | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                              |
| 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.                                                                                                                           |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Knowledge of Language</b>                                                                                                                                                                        |
| 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).                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                                                     |
| BENCHMARK / STANDARD                           |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                               |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Key Ideas and Details</b> |
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|                                                |         |                                                                                                                                  |
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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. |
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| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Craft and Structure</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
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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 /<br>STANDARD |  | Range of Reading and Level of Text Complexity |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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 /<br>STANDARD                                 |         | Fluency                                                             |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| PERFORMANCE<br>STANDARD /<br>INDICATOR | RF.4.4(a) | Read on-level text with purpose and understanding. |
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| PERFORMANCE<br>STANDARD /<br>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 /<br>STANDARD                                 |        | Text Types and Purposes                                                                          |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| PERFORMANCE<br>STANDARD /<br>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<br>STANDARD /<br>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<br>STANDARD /<br>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<br>STANDARD /<br>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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Range of Writing</b>                                                                                                                                                                                               |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
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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. |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Comprehension and Collaboration</b>                                                                                                          |
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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. |

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

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
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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**

|                                                                   |          |                                                                                                                           |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |          | <b>Conventions of Standard English</b>                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.1.   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | 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**

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

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

|                                                                   |          |                                                                                                                                                                             |
|-------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BENCHMARK /<br/>STANDARD</b>                                   |          | <b>Knowledge of Language</b>                                                                                                                                                |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.3.   | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | L.4.3(a) | Choose words and phrases to convey ideas precisely.                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | L.4.3(b) | Choose punctuation for effect.                                                                                                                                              |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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 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**

|                                 |  |                                |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Text Types and Purposes</b> |
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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | W.4.3.         | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>                                                             |
| 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.                                                                                                                                       |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | NM.W.4. b.                                       | Grade 4 students will gather relevant information from multiple sources, including oral knowledge.                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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.                                                                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                            |

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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.          |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                              |
| BENCHMARK / STANDARD                           |                | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.1.         | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                          |
| 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.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                              |
| BENCHMARK / STANDARD                           |                | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.2.         | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                              |
| 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.                                                                                                                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                              |
| BENCHMARK / STANDARD                           |                | <b>Knowledge of Language</b>                                                                                                                                                                                                           |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.3.         | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                    |

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| 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). |

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

**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**

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
|------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Research to Build and Present Knowledge</b>                                                                                                                                    |
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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. |

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

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Research to Build and Present Knowledge</b>                                                    |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |            | <b>Research to Build and Present Knowledge</b>                                                     |
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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. |

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

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Range of Writing</b> |
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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                           |         | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
| 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 |  | <b>Presentation of Knowledge and Ideas</b> |
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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                           |        | <b>Conventions of Standard English</b>                                                                 |
| 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(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 |
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| 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. |

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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 |
|---------------------------|---------|--------------------|

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| 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. |

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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. |
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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 |
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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 16: Unit 5 Writing from Pictures, p. 125-128

# New Mexico Content Standards

## Language Arts

Grade 4 - Adopted: 2012

| STRAND /<br>CONTENT<br>STANDARD                | NM.SL.4. Speaking and Listening Standards |                                                                                                                                                                                                                                        |
|------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BENCHMARK /<br>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 /<br>CONTENT<br>STANDARD                | NM.SL.4. Speaking and Listening Standards |                                                                                                                                                                                                                                        |
| BENCHMARK /<br>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 /<br>CONTENT<br>STANDARD                | NM.L.4. Language Standards                |                                                                                                                                                                                                                                        |
| BENCHMARK /<br>STANDARD                        | Knowledge of Language                     |                                                                                                                                                                                                                                        |
| 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). |
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| 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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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

## New Mexico Content Standards

### Language Arts

Grade 4 - Adopted: 2012

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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.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

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| 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 |
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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.)      |
| 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.                                                                                         |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| 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.                                     |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>W.4.9.</b>  | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                              |
| 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").                                                              |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY        | NM.W.4. b.     | Grade 4 students will gather relevant information from multiple sources, including oral knowledge.                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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.                                                                                                                                                                                                    |

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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. |

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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                                                                        |
| 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. |
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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**

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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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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

# New Mexico Content Standards

## Language Arts

Grade 4 - Adopted: 2012

| STRAND /<br>CONTENT<br>STANDARD | NM.W.4.    Writing Standards |
|---------------------------------|------------------------------|
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| BENCHMARK /<br>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.) |

| STRAND /<br>CONTENT<br>STANDARD | NM.W.4.    Writing Standards |
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| BENCHMARK /<br>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 /<br>CONTENT<br>STANDARD | NM.W.4.    Writing Standards |
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| BENCHMARK /<br>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 /<br>CONTENT<br>STANDARD | NM.W.4.    Writing Standards |
|---------------------------------|------------------------------|
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| BENCHMARK /<br>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 /<br>CONTENT<br>STANDARD | NM.SL.4.    Speaking and Listening Standards |
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| BENCHMARK /<br>STANDARD | Comprehension and Collaboration |  |
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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | SL.4.1.         | <b>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.</b>              |
| 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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY        | L.4.1.          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                          |
| PERFORMANCE STANDARD / INDICATOR                      | L.4.1(f)        | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b>  | <b>Language Standards</b>                                                                                                                                                                                                              |
| <b>BENCHMARK / STANDARD</b>                           |                 | <b>Knowledge of Language</b>                                                                                                                                                                                                           |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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). |
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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.L.4.</b> | <b>Language Standards</b> |
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| <b>BENCHMARK / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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 19: Unit 6 Summarizing Multiple References, p. 143-148**

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4.</b> | <b>Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                    |        | <b>Text Types and Purposes</b>                                                                   |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |        | <b>Research to Build and Present Knowledge</b>                                                                                                                                    |
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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. |

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

| <b>BENCHMARK /<br/>STANDARD</b>                |          | <b>Research to Build and Present Knowledge</b>                                                                                                           |
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| 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**

| <b>BENCHMARK /<br/>STANDARD</b>                |            | <b>Research to Build and Present Knowledge</b>                                                     |
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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. |

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

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Range of Writing</b> |
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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                           |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
| 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**

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| BENCHMARK / STANDARD                           |         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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**

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| BENCHMARK / STANDARD                           |          | <b>Conventions of Standard English</b>                                                                                    |
| 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 |
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| 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. |

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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 |
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| 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. |

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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. |
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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 |
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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 20: Unit 6 Summarizing Multiple References, p. 149-162

# New Mexico Content Standards

## Language Arts

Grade 4 - Adopted: 2012

| STRAND /<br>CONTENT<br>STANDARD                | NM.RI.4.    Reading Standards for Informational Text                                                                                                                                                                                                |
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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 /<br>CONTENT<br>STANDARD                | NM.RI.4.    Reading Standards for Informational Text                                                                                                                                                                                                |
| 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 /<br>CONTENT<br>STANDARD                | NM.RI.4.    Reading Standards for Informational Text                                                                                                                                                                                                |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.                                                                                                                                                     |
| STRAND /<br>CONTENT<br>STANDARD                | NM.RI.4.    Reading Standards for Informational Text                                                                                                                                                                                                |
| 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 /<br>CONTENT<br>STANDARD                | NM.RF.4.    Reading Standards: Foundational Skills                                                                                                                                                                                                  |

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

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

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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |                                               |
| <b>BENCHMARK / STANDARD</b>      |                                  | <b>Production and Distribution of Writing</b> |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |                                                |
| <b>BENCHMARK / STANDARD</b>      |                                  | <b>Research to Build and Present Knowledge</b> |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |                                                |
| <b>BENCHMARK / STANDARD</b>      |                                  | <b>Research to Build and Present Knowledge</b> |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| <b>PERFORMANCE STANDARD / INDICATOR</b> | 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |                                                |
| <b>BENCHMARK / STANDARD</b>      |                                  | <b>Research to Build and Present Knowledge</b> |

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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.                                                                                                                                     |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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**

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

**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**

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

**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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.4. | <b>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.</b> |

**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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | L.4.6. | <b>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).</b> |

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**

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

**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**

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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
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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.**

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

|                                 |  |                         |
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| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Range of Writing</b> |
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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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>SL.4.1.</b> | <b>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.</b> |

**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.**

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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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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.                                                                                                                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                                                           |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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). |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                   |
| <b>BENCHMARK / STANDARD</b>                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                       |

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

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.RI.4.</b> | <b>Reading Standards for Informational Text</b>                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Key Ideas and Details</b>                                                                                                     |
| 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. |

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| 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.RI.4.</b> | <b>Reading Standards for Informational Text</b> |
| <b>BENCHMARK / STANDARD</b>      |                 | <b>Craft and Structure</b>                      |

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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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Integration of Knowledge and Ideas</b> |
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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. | <b>Reading Standards for Informational Text</b> |
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| BENCHMARK / STANDARD |  | <b>Range of Reading and Level of Text Complexity</b> |
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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. | <b>Reading Standards: Foundational Skills</b> |
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| BENCHMARK / STANDARD                           |         | <b>Fluency</b>                                                             |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.4.4. | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |

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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. | <b>Writing Standards</b> |
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| BENCHMARK / STANDARD |  | <b>Production and Distribution of Writing</b> |
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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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**STRAND /  
CONTENT  
STANDARD**      **NM.W.4.      Writing Standards**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Research to Build and Present Knowledge</b> |  |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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**

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

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| PERFORMANCE<br>STANDARD /<br>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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Research to Build and Present Knowledge</b> |  |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | NM.W.4.<br>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**

| <b>BENCHMARK /<br/>STANDARD</b>                         | <b>Comprehension and Collaboration</b> |                                                                                                                                                                                                                    |
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| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>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<br>STANDARD /<br>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<br>STANDARD /<br>INDICATOR | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| PERFORMANCE<br>STANDARD /<br>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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |
| 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.                                                                                                                                            |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                                                           |
| 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). |
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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.4.4. | 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 |
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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 23: Unit 6 Summarizing Multiple References, p. 185-191

## New Mexico Content Standards

### Language Arts

Grade 4 - Adopted: 2012

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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. |

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| 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.                                                                                                                             |
| PERFORMANCE STANDARD / INDICATOR               | W.4.2(e)                                         | Provide a concluding statement or section related to the information or explanation presented.                                                                                                                        |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                         |
| 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.                                                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                        |
| 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").                                                              |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Range of Writing</b>                                                                                                                                                                                               |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                       |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                |
| 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. |
| 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                                                                        |
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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(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(e) | Form and use prepositional phrases. |
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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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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.2. | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.L.4.</b> | <b>Language Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Knowledge of Language</b>                                                                        |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.3. | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

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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. |
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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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.L.4.</b> | <b>Language Standards</b> |
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| <b>BENCHMARK / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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 24: Unit 7 Inventive Writing, p. 191-196

## New Mexico Content Standards

### Language Arts

Grade 4 - Adopted: 2012

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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4.</b> | <b>Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
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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.                                                                                                          |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                               |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Range of Writing</b>                                                                                                                                                                                                                |
| 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.                  |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                |
| <b>BENCHMARK / STANDARD</b>                    |                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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**

|                                                                   |        |                                                                                                        |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | Conventions of Standard English                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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).

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

|                                                                   |        |                                                                                              |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | Knowledge of Language                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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**

|                                                                   |        |                                                                                                                                                                                                                                                                                                                                                |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | 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**

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

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| 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.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |
| <b>BENCHMARK / STANDARD</b>                    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4.</b> | <b>Writing Standards</b>                                                                                                                                                                                         |

| 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).                                                                                                              |

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| 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.                                                                                 |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                   |
| BENCHMARK / STANDARD                           |                | <b>Conventions of Standard English</b>                                                                                                                                      |
| 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.                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                   |
| BENCHMARK / STANDARD                           |                | <b>Knowledge of Language</b>                                                                                                                                                |
| 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). |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                   |
| BENCHMARK / STANDARD                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                       |
| 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(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. |

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

## New Mexico Content Standards

### Language Arts

Grade 4 - Adopted: 2012

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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. |

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| 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.                                                                                                                        |
| PERFORMANCE STANDARD / INDICATOR               | W.4.2(e)                         | Provide a concluding statement or section related to the information or explanation presented.                                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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.                                |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |
| 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").                                                         |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b> |                                                                                                                                                                                                                  |
| <b>BENCHMARK / STANDARD</b>                    |                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                   |

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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.                                                                                                                                     |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.W.4. Writing Standards</b>                 |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Range of Writing</b>                                                                                                                                                                                                                |
| 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.                  |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                 |
| 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.                                                                                                                               |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.SL.4. Speaking and Listening Standards</b> |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                             |
| 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. |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4. Language Standards</b>                |                                                                                                                                                                                                                                        |
| <b>BENCHMARK / STANDARD</b>                    |                                                  | <b>Conventions of Standard English</b>                                                                                                                                                                                                 |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.1.                            | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                               |
| 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.                                                                                 |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                             |
| <b>BENCHMARK / STANDARD</b>                           |                                   | <b>Conventions of Standard English</b>                                                                                                                                      |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.2.                            | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                   |
| 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.                                                                                                   |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                             |
| <b>BENCHMARK / STANDARD</b>                           |                                   | <b>Knowledge of Language</b>                                                                                                                                                |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | L.4.3.                            | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                         |
| 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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b> |  | <b>Range of Writing</b> |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                |         | <b>Comprehension and Collaboration</b>                                                                                                                                                                             |
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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 |
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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(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(e) | Form and use prepositional phrases. |
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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.                                                                                                                                                                                                                                                                      |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| BENCHMARK / STANDARD                           |                | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                   |
| 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).                                                                                                                                                                    |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| BENCHMARK / STANDARD                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| 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).                                                                                                                                                                                             |
| <b>STRAND / CONTENT STANDARD</b>               | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |
| BENCHMARK / STANDARD                           |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                          |
| 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

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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4.</b> | <b>Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Text Types and Purposes</b>                                                                   |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                    |        | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| 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.                                                                                    |

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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                    |        | <b>Research to Build and Present Knowledge</b>                                                                                                                                    |
| 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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| <b>STRAND / CONTENT STANDARD</b> | <b>NM.W.4. Writing Standards</b> |
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| <b>BENCHMARK / STANDARD</b>                           |        | <b>Research to Build and Present Knowledge</b>                                                    |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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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| <b>BENCHMARK / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
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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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| <b>BENCHMARK / STANDARD</b> |  | <b>Range of Writing</b> |
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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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| <b>BENCHMARK / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Presentation of Knowledge and Ideas</b> |  |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Conventions of Standard English</b> |                                                                                                        |
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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(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(e) | Form and use prepositional phrases. |
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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**

| <b>BENCHMARK /<br/>STANDARD</b>                | <b>Conventions of Standard English</b> |                                                                                                                    |
|------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 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**

| <b>BENCHMARK /<br/>STANDARD</b> | <b>Knowledge of Language</b> |  |
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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                      | <b>NM.L.4. Language Standards</b> |                                                                                                                                                                             |

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| BENCHMARK / STANDARD |  | <b>Vocabulary Acquisition and Use</b> |
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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 29: Unit 7 Inventive Writing, p. 227-234**

**New Mexico Content Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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| STRAND / CONTENT STANDARD | <b>NM.W.4. Writing Standards</b> |                                               |
| BENCHMARK / STANDARD      |                                  | <b>Production and Distribution of Writing</b> |

|                                                |        |                                                                                                                               |
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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 | <b>NM.W.4. Writing Standards</b> |                         |
| BENCHMARK / STANDARD      |                                  | <b>Range of Writing</b> |

|                                                |         |                                                                                                                                                                                                                       |
|------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                             |
| 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.                                                                                                                                                                                                    |

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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 |
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| 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. |

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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 |
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| 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. |

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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 |
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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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Lesson 30: Unit 7 Inventive Writing, p. 235-239

## New Mexico Content Standards

### Language Arts

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

|                                                                   |                 |                                                                                                                                                                                             |
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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                 | <b>Text Types and Purposes</b>                                                                                                                                                              |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(a)</b> | 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. |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(b)</b> | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                            |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(c)</b> | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).                                                                            |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(d)</b> | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>W.4.2(e)</b> | 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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| <b>BENCHMARK /<br/>STANDARD</b>                                   |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.4.</b> | 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.) |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.5.</b> | 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**

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.8.</b> | 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**

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

**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**

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

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

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                | <b>Range of Writing</b>                                                                                                                                                                                                      |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>W.4.10.</b> | <b>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.</b> |

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

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| <b>BENCHMARK /<br/>STANDARD</b>                                   |                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> | <b>SL.4.1.</b>   | <b>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.</b> |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(a)</b> | <b>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.</b>                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(b)</b> | <b>Follow agreed-upon rules for discussions and carry out assigned roles.</b>                                                                                                                                             |
| <b>PERFORMANCE<br/>STANDARD /<br/>INDICATOR</b>                   | <b>SL.4.1(c)</b> | <b>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.</b>                                              |

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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 | <b>NM.SL.4. Speaking and Listening Standards</b> |
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| BENCHMARK / STANDARD |  | <b>Presentation of Knowledge and Ideas</b> |
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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 | <b>NM.L.4. Language Standards</b> |
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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                        |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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| 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(e) | Form and use prepositional phrases. |
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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 | <b>NM.L.4. Language Standards</b> |
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| BENCHMARK / STANDARD                           |        | <b>Conventions of Standard English</b>                                                                                    |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.4.2. | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

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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 | <b>NM.L.4. Language Standards</b> |
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| <b>Knowledge of Language</b>                          |                |                                                                                                                                                                             |
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| <b>BENCHMARK / STANDARD</b>                           |                |                                                                                                                                                                             |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | 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). |
| <b>STRAND / CONTENT STANDARD</b>                      | <b>NM.L.4.</b> | <b>Language Standards</b>                                                                                                                                                   |

| <b>Vocabulary Acquisition and Use</b>          |        |                                                                                                                                                                                                                                                                                                                                                |
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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). |