Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

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New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(f)	Read words with inflectional endings.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
PERFORMANC E STANDARD / INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
PERFORMANC E STANDARD / INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 02: Pre-Writing, p. 41-47

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / CONTENT STANDARD	NM.RF.1.	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
PERFORMANCE STANDARD / INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 03: Pre-Writng, p. 49-55

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
PERFORMANC E STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANC E STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANC E STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANC E STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANC E STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(a)	Capitalize dates and names of people.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
PERFORMANCE STANDARD / INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

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

STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANC E STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANC E STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANC E STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANC E STANDARD / INDICATOR	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PERFORMANC E STANDARD / INDICATOR	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(f)	Read words with inflectional endings.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature

BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

PERFORMANCE STANDARD / INDICATOR	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

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

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANC E STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANC E STANDARD / INDICATOR	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PERFORMANC E STANDARD / INDICATOR	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANC E STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.

PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

PERFORMANC E STANDARD / INDICATOR	L.1.1(h)	Use determiners (e.g., articles, demonstratives).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANC E STANDARD / INDICATOR	L.1.2(a)	Capitalize dates and names of people.
PERFORMANC E STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 11: Unit 2 Writing from Notes, p. 117-123

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.c.	Grade 1 students will recognize repetition and predict repeated phrases.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 12: Unit 2 Writing from Notes, p. 125-132

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		**Phonological Awareness**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANC E STANDARD / INDICATOR	L.1.2(a)	Capitalize dates and names of people.
PERFORMANC E STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 13: Unit 2 Writing from Notes, p. 133-139

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.1.a.	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.1.4(b)	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.1.5(a)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
PERFORMANCE STANDARD / INDICATOR	L.1.5(b)	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANC E STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANC E STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANC E STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANC E STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANC E STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

PERFORMANC E STANDARD / INDICATOR	L.1.5(d)	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.1.	Ask and answer questions about key details in a text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.2.	Identify the main topic and retell key details of a text.

STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANC E STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANC E STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 19: Unit 4 Summarizing a Reference, p. 1870193

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Key Ideas and Details**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / CONTENT STANDARD	**NM.RI.1.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / CONTENT STANDARD	**NM.RI.1.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

PERFORMANC E STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANC E STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANC E STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PERFORMANCE STANDARD / INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Week 20: Unit 4 Summarizing a Reference, p. 195-201

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

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

BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(f)	Read words with inflectional endings.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANC E STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
PERFORMANCE STANDARD / INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	**NM.W.1.**	**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANC E STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANC E STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. c.	Grade 1 students will recognize repetition and predict repeated phrases.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(f)	Read words with inflectional endings.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
PERFORMANCE STANDARD / INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

PERFORMANCE STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 24: Unit 5 Writing from Pictures, p. 231-237

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
PERFORMANCE STANDARD / INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonics and Word Recognition**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

PERFORMANCE STANDARD / INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.

STRAND / CONTENT STANDARD	NM.W.1.	**Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.1.2(a)	Capitalize dates and names of people.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 26: Unit 7 Inventive Writing, p. 249-255

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1.b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Print Concepts**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	**NM.RF.1.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Phonological Awareness**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 27: Unit 7 Inventive Writing, p. 257-263

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.W.1.	**Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.

PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 28: Revisiting Units 1 and 2, p. 267-273

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / CONTENT STANDARD	NM.RI.1.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / CONTENT STANDARD	**NM.SL.1.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANC E STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 29: Revisiting Unit 3, p. 275-282

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / CONTENT STANDARD	**NM.RL.1.**	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	**Reading Standards for Literature**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	**Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		**Print Concepts**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.W.1.	**Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.SL.1.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.

STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 30: Revisiting Unit 4, p. 283-290

New Mexico Content Standards

Language Arts

Grade **1** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.1. b.	Grade 1 students will identify characters and simple story lines from selected myths and stories from around the world.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / CONTENT STANDARD	NM.RL.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.1.1(a)	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

STRAND / CONTENT STANDARD	NM.RF.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.1.3(f)	Read words with inflectional endings.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.W.1.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

PERFORMANCE STANDARD / INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / CONTENT STANDARD	NM.SL.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
PERFORMANCE STANDARD / INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
PERFORMANCE STANDARD / INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.1.2(b)	Use end punctuation for sentences.
STRAND / CONTENT STANDARD	NM.L.1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / CONTENT STANDARD	**NM.L.1.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).