Main Criteria: Structure and Style for Students
Secondary Criteria: New Mexico Content Standards

Subject: Language Arts
Grade: 4

# Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

### NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

#### NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### STRAND / CONTENT STANDARD

# ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

# NM.RI.4. Reading Standards for Informational Text

STANDARD		
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

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

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

# UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

### NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

# NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### STRAND / CONTENT STANDARD

# ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PEREORMANIC	NIMANA A -	Grade 4 students will apply digital tools to gather evaluate and use information

PERFORMANC NM.W.4.c Grade 4 students will apply digital tools to gather, evaluate, and use information.

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# NM.W.4. Writing Standards

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST AND ARD I BENCHMARK I PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK /	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PROFICIENCY

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

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E ST ANDARD / BENCHMARK / PROFICIENCY RF.4.4.

# NM.RL.4. Reading Standards for Literature

STANDARD		
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency

Read with sufficient accuracy and fluency to support comprehension.

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

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

# STRAND / CONTENT STANDARD

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND /
CONTENT
STANDARD

# NM.W.4. Writing Standards

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

# NM.SL.4. Speaking and Listening Standards

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

#### STRAND / CONTENT STANDARD

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

#### STRAND / CONTENT STANDARD

#### NM.L.4. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
	1 4 3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
PERFORMANCE STANDARD / INDICATOR	2.4.0(0)	discourse is appropriate (e.g., small-group discussion).
STANDARD /	ν,	
STANDARD / INDICATOR  STRAND / CONTENT	ν,	discourse is appropriate (e.g., small-group discussion).

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

#### STRAND / CONTENT STANDARD

### NM.L.4. Language Standards

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

### UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

### NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### STRAND / CONTENT STANDARD

#### NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK /		Range of Writing

STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK /	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

BENCHMARK / PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### NM.L.4. Language Standards

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

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

STANDARD / **INDICATOR** 

#### STRAND / CONTENT **STANDARD**

#### NM.L.4. Language Standards

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

# UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

# **New Mexico Content Standards** Language Arts Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

BENCHMARK / STANDARD

### NM.RI.4. Reading Standards for Informational Text

Craft and Structure

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

# STRAND / NM.W.4. Writing Standards

CONTENT STANDARD	14141.44.	Withing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

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

PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PROFICIENCY

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

# NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

# STRAND / CONTENT STANDARD

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND /
CONTENT
STANDARD

# NM.W.4. Writing Standards

BENCHMARK / STANDARD    PERFORMANCE   STANDARD   Draw evidence from literary or informational texts to support analysis, reflection, and research.	STANDARD		
BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / PROFICIENCY  N.M.W.4. Writing Standards  BENCHMARK / PROFICIENCY  Research to Build and Present Knowledge  STANDARD   Content of the standard			Research to Build and Present Knowledge
BENCHMARK / STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  NM.W.4. Writing Standards  BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY  NM.W.4. Writing Standards  BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY  STANDARD / Writing Standards  BENCHMARK / STANDARD / STANDARD / BENCHMARK / PROFICIENCY  STANDARD / Writing Standards  BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY  STANDARD / STAND	E STANDARD / BENCHMARK /	W.4.8.	
PERFORMANC ESTANDARD   PERFORMANCE STANDARD   PERFORMANCE STANDARD   PERFORMANCE STANDARD   NM.W.4. Writing Standards  Research to Build and Present Knowledge  PERFORMANC   STANDARD   PERFORMANCE STANDARD   PERFORMANC STANDARD   PERFOR	STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  NM.W.4. Writing Standards  BENCHMARK / STANDARD / STANDARD / PROFICIENCY  PERFORMANCE STANDARD / STANDARD / STANDARD / STANDARD / PROFICIENCY  STRAND / CONTENT STANDARD / PROFICIENCY  NM.W.4. Writing Standards  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  STRAND / CONTENT STANDARD / PROFICIENCY  STRAND / CONTENT STANDARD / STANDARD / PROFICIENCY  STRAND / CONTENT STANDARD /			Research to Build and Present Knowledge
STRAND / INDICATOR  NM.W.4. Writing Standards  Research to Build and Present Knowledge  RESTANDARD / M.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  STRAND / CONTENT STANDARD / BENCHMARK / PROFICIENCY  NM.W.4. Writing Standards  NM.W.4. Writing Standards  NM.W.4. Writing Standards  NM.W.4. Writing Standards  STANDARD / STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  Range of Writing  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / CONTENT STANDARD / Speaking and Listening Standards  Comprehension and Collaboration  STANDARD / STANDA	E ST ANDARD / BENCHMARK /	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK / STANDARD  Research to Build and Present Knowledge  PERFORMANC E STANDARD / STANDARD / PROFICIENCY  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  STRAND / CONTENT STANDARD /	STANDARD /	W.4.9(a)	
PERFORMANC E STANDARD  NM.W.4.c Grade 4 students will apply digital tools to gather, evaluate, and use information.  STRAND / STANDARD  NM.W.4. Writing Standards  NM.W.4. Writing Standards  Range of Writing  Range of Writing  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / STANDARD  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  PERFORMANC BENCHMARK / Speaking and Listening Standards  Comprehension and Collaboration  STANDARD  PERFORMANC E STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  Range of Writing  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / CONTENT STANDARD  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  PERFORMANC STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own			Research to Build and Present Knowledge
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  PERFORMANC BENCHMARK / STANDARD  BENCHMARK / Standards  Comprehension and Collaboration  STANDARD  PERFORMANC E STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	E STANDARD / BENCHMARK /	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  Content STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD  Comprehension and Collaboration  PERFORMANC E STANDARD /  STANDARD  STANDARD  STANDARD  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  Comprehension and Collaboration  PERFORMANC E STANDARD  Single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own			Range of Writing
BENCHMARK / STANDARD  Comprehension and Collaboration  PERFORMANC E STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	E STANDARD / BENCHMARK /	W.4.10.	· · · · · · · · · · · · · · · · · · ·
PERFORMANC E STANDARD / SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
E STANDARD /   with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own			Comprehension and Collaboration
PROFICIENCY PROFICIENCY	E ST ANDARD / BENCHMARK /	SL.4.1.	

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

# NM.SL.4. Speaking and Listening Standards

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

#### STRAND / CONTENT STANDARD

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

#### STRAND / CONTENT STANDARD

#### NM.L.4. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STANDARD / INDICATOR

### NM.L.4. Language Standards

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

# UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

# NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

# STRAND / CONTENT

#### NM.RL.4. Reading Standards for Literature

STANDARD		
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD /	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

 $discourse \ is \ appropriate \ (e.g., small-group \ discussion); use \ formal \ English \ when \ appropriate \ to \ task \ and \ situation.$ 

E STANDARD / BENCHMARK / PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### NM.L.4. Language Standards

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

STANDARD /

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

STRAND / CONTENT **STANDARD** 

**INDICATOR** 

#### NM.L.4. Language Standards

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

# UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

# **New Mexico Content Standards** Language Arts Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

### NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### STRAND / CONTENT **STANDARD**

NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**INDICATOR** STRAND / NM.W.4. Writing Standards CONTENT **STANDARD** BENCHMARK / **Production and Distribution of Writing STANDARD PERFORMANC** W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and E STANDARD / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK / **PROFICIENCY** PERFORMANC W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, F STANDARD / and editing. BENCHMARK / **PROFICIENCY** PERFORMANC W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as F STANDARD / well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a BENCHMARK / minimum of one page in a single sitting. **PROFICIENCY** STRAND / NM.W.4. Writing Standards CONTENT STANDARD BENCHMARK / Research to Build and Present Knowledge **STANDARD PERFORMANC** W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes E STANDARD / and categorize information, and provide a list of sources. BENCHMARK / **PROFICIENCY** STRAND / NM.W.4. Writing Standards CONTENT **STANDARD** BENCHMARK / Research to Build and Present Knowledge **STANDARD PERFORMANC** W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. E STANDARD / BENCHMARK / **PROFICIENCY** PERFORMANCE W.4.9(a) Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or STANDARD / drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). **INDICATOR** STRAND / NM.W.4. Writing Standards CONTENT **STANDARD** BENCHMARK / Research to Build and Present Knowledge STANDARD

Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE W.4.3(e)

STANDARD /

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

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

INDICATOR

NM.L.4. Language Standards

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

## UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

# New Mexico Content Standards Language Arts Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

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

## NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

#### STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

#### NM.RF.4. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE RF.4.4(a) Read on-level text with purpose and understanding. STANDARD / INDICATOR

STANDARD /

PERFORMANCE RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### STRAND / CONTENT **STANDARD**

**INDICATOR** 

## NM.W.4. Writing Standards

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

#### STRAND / CONTENT **STANDARD**

## NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND /	NM.W.4.	Writing Standards

## CONTENT **STANDARD**

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

STRAND /
CONTENT
STANDARD

## NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	7.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / INDICATOR

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

#### STRAND / CONTENT **STANDARD**

## NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.

#### STRAND / CONTENT STANDARD

#### NM.W.4. Writing Standards

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

#### STRAND / CONTENT STANDARD

## NM.SL.4. Speaking and Listening Standards

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

BENCHMARK	1
	•
STANDARD	

**STANDARD** 

**Conventions of Standard English** 

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD /	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STANDARD / INDICATOR

## NM.L.4. Language Standards

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

## UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

## New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

#### NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### STRAND / CONTENT STANDARD

## ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
OTANDAND		· · · · · · · · · · · · · · · · · · ·
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E ST ANDARD / BENCHMARK /		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	W.4.2(a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

**PROFICIENCY** 

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK /	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.

STRAND /
CONTENT
STANDARD

#### NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

STRAND / CONTENT STANDARD

## NM.L.4. Language Standards

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

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

STRAND / CONTENT STANDARD

**INDICATOR** 

## NM.L.4. Language Standards

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

## UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

## New Mexico Content Standards Language Arts Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

#### NM.RI.4. Reading Standards for Informational Text

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK /	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PROFICIENCY

STRAND /
CONTENT
<b>STANDARD</b>

## NM.L.4. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PERFORMANCE L.4.4(a) STANDARD / Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD

INDICATOR

NM.L.4. Language Standards

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

## UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

## New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

STANDARD /

INDICATOR

## NM.RI.4. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

New Mexico Content Standards
Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

## NM.RI.4. Reading Standards for Informational Text

NM.RF.4. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

## NM.W.4. Writing Standards

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

## STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
E STANDARD / BENCHMARK / PROFICIENCY		spelling when writing.
BENCHMARK /	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD /		
PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /		Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT	L.4.2(d)	Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STANDARD / INDICATOR  STRAND / CONTENT STANDARD  BENCHMARK /	L.4.2(d)	Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / BENCHMARK /	L.4.2(d)  NM.L.4.	Use correct capitalization.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language

STRAND /
CONTENT
<b>STANDARD</b>

#### NM.L.4. Language Standards

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

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

#### STRAND / CONTENT STANDARD

## NM.L.4. Language Standards

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

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

#### STRAND / CONTENT STANDARD

## NM.L.4. Language Standards

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

#### UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

## New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

#### NM.RI.4. Reading Standards for Informational Text

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

## STRAND / CONTENT

## NM.RI.4. Reading Standards for Informational Text

STANDARD		
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CTDANG!		
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
CONTENT	NM.RI.4.	Reading Standards for Informational Text  Range of Reading and Level of Text Complexity
CONTENT STANDARD BENCHMARK /	NM.RI.4.  RI.4.10.	
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK /	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK /	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Reading Standards: Foundational Skills

STANDARD /

INDICATOR

INDICATOR

 $\label{performance} \mbox{ PERFORMANCE } \mbox{ RF.4.4(c) } \mbox{ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.}$ 

## NM.W.4. Writing Standards

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

#### STRAND / CONTENT STANDARD

## NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND /	NIM W A	Writing Standards

#### STRAND / CONTENT STANDARD

**STANDARD** 

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD /	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR

PERFORMANCE	L.4.4(c)
STANDARD /	
INDICATOR	

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### STRAND / CONTENT STANDARD

## NM.L.4. Language Standards

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

## UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

## New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

## NM.RL.4. Reading Standards for Literature

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

#### STRAND / CONTENT STANDARD

## NM.RL.4. Reading Standards for Literature

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

#### STRAND / CONTENT STANDARD

## ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CTDAND /	NIM DI 4	
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
CONTENT	NM.RI.4.	Reading Standards for Informational Text  Range of Reading and Level of Text Complexity
CONTENT STANDARD BENCHMARK /	RI.4.10.	
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK /	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / BENC	RI.4.10.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Reading Standards: Foundational Skills
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.  NM.RF.4.	Range of Reading and Level of Text Complexity  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Reading Standards: Foundational Skills  Fluency

## NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### STRAND / CONTENT STANDARD

BENCHMARK / PROFICIENCY

STANDARD /

INDICATOR

PERFORMANCE W.4.9(a)

## NM.W.4. Writing Standards

STANDARD		
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD /	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

#### NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### STRAND / CONTENT STANDARD

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

# STANDARD / INDICATOR

(a) Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or e drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

#### STRAND / CONTENT STANDARD

PROFICIENCY

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK /	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.

INDICATOR

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.

#### NM.L.4. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

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

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

PERFORMANCE L.4.4(a) STANDARD /

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD

**INDICATOR** 

# NM.L.4. Language Standards

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

New Mexico Content Standards
Language Arts
Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD  ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$ 

BENCHMARK /	Key Ideas and Details
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
	W.4.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E STANDARD / BENCHMARK /		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	W.4.2(a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
PERFORMANCE STANDARD / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	W.4.2(a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR	W.4.2(a) W.4.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR	W.4.2(a) W.4.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK / PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD /	NM.SL.4.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.

E STANDARD / b.
BENCHMARK /
PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

PERFORMANCE	L.4.3(c)
STANDARD /	
INDICATOR	

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

#### STRAND / CONTENT STANDARD

#### NM.L.4. Language Standards

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

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

#### STRAND / CONTENT STANDARD

**INDICATOR** 

#### NM.L.4. Language Standards

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

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

# New Mexico Content Standards Language Arts Grade 4 - Adopted: 2012

#### STRAND / CONTENT STANDARD

STANDARD

#### NM.RI.4. Reading Standards for Informational Text

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DEDECIDMANIC	W 4 6	With some guidance and support from adults use technology including the Internet to produce and publish writing a

# PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. STRAND / CONT ENT STANDARD W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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

PERFORMANC ESTANDARD  Research to Build and Present Knowledge  STANDARD  Research to Build and Present Knowledge  PERFORMANC  STANDARD  Research to Build and Present Knowledge  STANDARD  Research to Build and Present Knowledge  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  NM.W.4. Writing Standards  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  NM.W.4. Grade 4 students will gather relevant information from multiple sources, including oral knowledge.  STANDARD  NM.W.4. Writing Standards  STANDARD  NM.W.4. Writing Standards  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  NM.W.4. Writing Standards  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  NM.W.4. Writing Standards  STANDARD  Research to Build and Present Knowledge  STANDARD  NM.W.4. Writing Standards  STANDARD  STANDARD  STANDARD  STANDARD  STANDARD  Comprehension and Collaboration  STANDARD  ST			
BENCHMARK / Research to Build and Present Knowledge  BENCHMARK / STANDARD   W.4.9.   Draw evidence from literary or informational texts to support analysis, reflection, and research.   BENCHMARK / PROFICIENCY   W.4.9.   Draw evidence from literary or informational texts to support analysis, reflection, and research.   BENCHMARK / PROFICIENCY   W.4.9.   Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").   STANDARD   NM.W.4.   Writing Standards   W.4.9.   Willing W.4.   Willing Standards   W.4.9.   W.4.9.   Willing W.4.   Willing Standards   W.4.9.	E STANDARD / BENCHMARK /	W.4.8.	
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BENCHMARK / STANDARD  PERFORMANC E STANDARD / DENCHMARK / PROFICIENCY  PERFORMANC STANDARD / DENCHMARK / PROFICIENCY  PERFORMANC E STANDARD / DENCHMARK / PROFICIENCY  PERFORMANC E STANDARD / DENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD / DENCHMARK / PROFICIENCY  PERFORMANC STANDARD / DENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD / DENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD / DENCHMARK / PROFICIENCY  W4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / CONTENT STANDARD / DENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD / DENCHMARK / Comprehension and Collaboration  STRAND / CONTENT STANDARD / DENCHMARK / Comprehension and Collaboration STANDARD / DENCHMARK / Unit diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	STANDARD /	W.4.9(b)	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.W.4. Grade 4 students will gather relevant information from multiple sources, including oral knowledge.  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  STRAND / PROFICIENCY  STRAND / ROPICIENCY  NM.W.4. Writing Standards  NM.W.4. Writing Standards  PERFORMANC STANDARD  PERFORMANC E STANDARD / BENCHMARK / STANDARD  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / CONTENT STANDARD  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  STANDARD  PERFORMANC STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	CONTENT	NM.W.4.	Writing Standards
E STANDARD / PROFICIENCY  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  NM.W.4. Grade 4 students will apply digital tools to gather, evaluate, and use information.  NM.W.4. Writing Standards  NM.W.4. Writing Standards  Range of Writing  PERFORMANC   Range of Writing  W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  STRAND / SPENCHMARK / PROFICIENCY  NM.S.L.4. Speaking and Listening Standards  Comprehension and Collaboration  PERFORMANC   Comprehension and Collaboration  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			Research to Build and Present Knowledge
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD  Range of Writing  W4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK / STANDARD  BENCHMARK / STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	E STANDARD / BENCHMARK /		Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK / STANDARD  PERFORMANC  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  BENCHMARK / STANDARD  PERFORMANC  Comprehension and Collaboration  STANDARD  PERFORMANC  E STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	E STANDARD / BENCHMARK /	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK / STANDARD  BENCHMARK / Standards  Comprehension and Collaboration  STANDARD  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	CONTENT	NM.W.4.	Writing Standards
E STANDARD / BENCHMARK / PROFICIENCY  NM.SL.4. Speaking and Listening Standards  CONTENT STANDARD  BENCHMARK / STANDARD  Comprehension and Collaboration  PERFORMANC E STANDARD / BENCHMARK / BENCHMAR			Range of Writing
CONTENT STANDARD  BENCHMARK / Comprehension and Collaboration STANDARD  PERFORMANC E STANDARD / BENCHMARK / BENCHM	E STANDARD / BENCHMARK /	W.4.10.	
PERFORMANC E STANDARD / Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	CONTENT	NM.SL.4.	Speaking and Listening Standards
E STANDARD / with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			Comprehension and Collaboration
	E STANDARD / BENCHMARK /	SL.4.1.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own

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

# NM.SL.4. Speaking and Listening Standards

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

#### STRAND / CONTENT STANDARD

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

#### STRAND / CONTENT STANDARD

#### NM.L.4. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

#### STRAND / CONTENT STANDARD

#### NM.L.4. Language Standards

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

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

# New Mexico Content Standards Language Arts Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

#### NM.RI.4. Reading Standards for Informational Text

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

#### STRAND / CONTENT STANDARD

# ${\bf NM.RI.4.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD /		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / INDICATOR

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

#### STRAND / CONTENT **STANDARD**

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4. b.	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.

#### STRAND / CONTENT **STANDARD**

# NM.W.4. Writing Standards

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

#### STRAND / CONTENT **STANDARD**

# NM.SL.4. Speaking and Listening Standards

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

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK /	NM.SL.4.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
PROFICIENCY		
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
STRAND / CONTENT	NM.L.4.	Language Standards  Conventions of Standard English
STRAND / CONTENT STANDARD BENCHMARK /	NM.L.4.	
STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK /	L.4.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	L.4.1. L.4.1(d)	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	L.4.1. L.4.1(d)	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PROFICIENCY

# UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

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

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

#### STRAND / CONTENT STANDARD

STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK /		Research to Build and Present Knowledge

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2. NM.L.4.	
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT		quantitatively, and orally.
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK /		quantitatively, and orally.  Language Standards
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / BENCHMARK /	NM.L.4.	quantitatively, and orally.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	L.4.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD /	L.4.1. L.4.1(d)	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
E STANDARD / BENCHMARK / PROFICIENCY  STRAND / CONTENT STANDARD  BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR	L.4.1(d)  L.4.1(f)	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Form and use prepositional phrases.

		<u> </u>
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		New Mexico Content Standards
		Language Arts Grade 4 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK /		Text Types and Purposes

BENCHMARK / STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANCE STANDARD / INDICATOR	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

# STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

# NM.L.4. Language Standards

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

#### UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

STRAND / CONTENT STANDARD

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

# NM.W.4. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.

#### STRAND / CONTENT STANDARD

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

# NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND /	NM.L.4.	Language Standards
STANDARD		

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

BENCHMARK /

NM.L.4. Language Standards

Vocabulary Acquisition and Use

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

# UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

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

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

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT	NM.L.4.	Language Standards

BENCHMARK / STANDARD

**Conventions of Standard English** 

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

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

# UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

# New Mexico Content Standards Language Arts

Grade 4 - Adopted: 2012

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

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

#### STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.4.c	Grade 4 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND /	NM.L.4.	Language Standards
CONTENT STANDARD		
		Conventions of Standard English
STANDARD BENCHMARK /	L.4.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK /		Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD /	L.4.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
BENCHMARK / STANDARD  PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY  PERFORMANCE STANDARD / INDICATOR  PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.

# NM.L.4. Language Standards

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