

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

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

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

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

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

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

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
-----------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

PERFORMANCE 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
-----------------------------	--	---

PERFORMANCE 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.
--	---------	--

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

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

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

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

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

BENCHMARK / STANDARD		Fluency
---------------------------------	--	----------------

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
---------------------------------	--	--------------------------------

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(e) Provide a concluding statement or section related to the information or explanation presented.

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
----------------------	--	---

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

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

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

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

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

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

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

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

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

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

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

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
----------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
----------------------------------	-----------	--

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

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

**STRAND /
CONTENT
STANDARD**

NM.SL.4. Speaking and Listening Standards

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
--	---------	---

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
----------------------------------	----------	---

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
---------------------------------	--	--

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

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

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

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

PERFORMANCE STANDARD / INDICATOR W.4.9(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
---------------------------------	--	--

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

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

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

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

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

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
----------------------------------	----------	--------------------------------

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

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

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

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

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

BENCHMARK / STANDARD Vocabulary Acquisition and Use

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

BENCHMARK / STANDARD Craft and Structure

PERFORMANCE 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

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

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

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	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
----------------------	--	--

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
-----------------------------	--	--

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

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.9(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
-----------------------------	--	--

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

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

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
----------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
----------------------------------	-----------	--

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

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
--	---------	---

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
---------------------------------	--	---------------------------------------

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

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

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

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

BENCHMARK / STANDARD		Key Ideas and Details
---------------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
---------------------------------	--	----------------------------

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

PERFORMANCE 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
-----------------------------	--	---

PERFORMANCE 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.
--	---------	--

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

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

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

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

BENCHMARK / STANDARD **Comprehension and Collaboration**

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

PERFORMANCE 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**

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

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

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

BENCHMARK / STANDARD **Conventions of Standard English**

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD		Knowledge of Language
-----------------------------	--	------------------------------

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

BENCHMARK / STANDARD Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.3. 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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE 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
---------------------------------	--	--

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

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

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

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

PERFORMANCE STANDARD / INDICATOR W.4.9(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
---------------------------------	--	--

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

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

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

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

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

STRAND / CONTENT STANDARD

NM.SL.4. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

**STRAND /
CONTENT
STANDARD**

NM.L.4. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
---------------------------------	--	---------------------------------------

PERFORMANCE
STANDARD /
BENCHMARK /
PROFICIENCY

L.4.6.

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

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
---------------------------------	--	------------------------------

PERFORMANCE
STANDARD /
BENCHMARK /
PROFICIENCY

RL.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE
STANDARD /
BENCHMARK /
PROFICIENCY

RL.4.2.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

PERFORMANCE
STANDARD /
BENCHMARK /
PROFICIENCY

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**STRAND /
CONTENT
STANDARD**

NM.RL.4. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
---------------------------------	--	----------------------------

PERFORMANCE
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
---------------------------------	--	--

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

STRAND / CONTENT STANDARD

NM.RF.4. Reading Standards: Foundational Skills

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	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
-----------------------------	--	---

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
-----------------------------	--	--

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

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.9(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
-----------------------------	--	--

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

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

PERFORMANCE STANDARD / INDICATOR	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
----------------------------------	-----------	--

PERFORMANCE STANDARD / INDICATOR	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
----------------------------------	-----------	---

PERFORMANCE STANDARD / INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
----------------------------------	-----------	--

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

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
--	---------	---

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY NM.SL.4. Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
c.

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
---------------------------------	--	---------------------------------------

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

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
---------------------------------	--	------------------------------

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

PERFORMANCE 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
-----------------------------	--	--

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
-----------------------------	--	--------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE 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

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

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

BENCHMARK / STANDARD Research to Build and Present Knowledge

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

PERFORMANCE STANDARD / INDICATOR W.4.9(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

PERFORMANCE 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

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

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

BENCHMARK / STANDARD Comprehension and Collaboration

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

PERFORMANCE STANDARD / INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

BENCHMARK / STANDARD Comprehension and Collaboration

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

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards

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

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

STRAND / CONTENT STANDARD

NM.L.4. Language Standards

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

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

STRAND / CONTENT STANDARD

NM.L.4. Language Standards

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

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

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

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

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

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

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

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

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

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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
---------------------------------	--	--

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

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
---------------------------------	---------------------------------------

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

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
---------------------------------	------------------------------

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

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

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

BENCHMARK / STANDARD	Craft and Structure
---------------------------------	----------------------------

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

PERFORMANCE 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
---------------------------------	---

PERFORMANCE 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.
--	---------	--

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

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

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

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
-----------------------------	--	--------------------------------

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	W.4.2(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 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.

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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
-----------------------------	--	--

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

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

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

BENCHMARK / STANDARD		Conventions of Standard English
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

PERFORMANCE 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
-----------------------------	--	---

PERFORMANCE 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.
--	---------	--

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

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

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

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(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
----------------------	--	--

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE 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
----------------------	--	---

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

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

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

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

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

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
---------------------------------	--	---------------------------------------

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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
-----------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	W.4.2(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
-----------------------------	--	---

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
-----------------------------	--	--

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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
-----------------------------	--	--

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

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

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

BENCHMARK / STANDARD		Conventions of Standard English
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD Knowledge of Language

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD Vocabulary Acquisition and Use

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

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

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

BENCHMARK / STANDARD Vocabulary Acquisition and Use

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

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

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

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

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

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

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

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

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(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
-----------------------------	--	---

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE 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
---------------------------------	--	--

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

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

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

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

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

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

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

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

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
----------------------------------	----------	--------------------------------

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

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Key Ideas and Details
---------------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.4.7. 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.

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

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

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

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

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

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
----------------------------------	----------	--------------------------------

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
----------------------------------	----------	---

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.6.	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
-----------------------------	--	------------------------------

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
--	---------	--

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

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

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

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

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

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

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

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

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

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

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

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

BENCHMARK / STANDARD		Fluency
-----------------------------	--	----------------

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	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****NM.W.4. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

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.

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

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

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

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

BENCHMARK / STANDARD		Conventions of Standard English
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

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

BENCHMARK / STANDARD		Key Ideas and Details
---------------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

PERFORMANCE 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.
--	---------	---

PERFORMANCE 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
-----------------------------	--	---

PERFORMANCE 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.
--	---------	--

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

PERFORMANCE 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
-----------------------------	--	--

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

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

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

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

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	W.4.2(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
----------------------	--	--

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
-----------------------------	--	--

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

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

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

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

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

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

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

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

PERFORMANCE STANDARD / INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

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

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

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

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

PERFORMANCE 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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY NM.SL.4. Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
c.

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

BENCHMARK / STANDARD Conventions of Standard English

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

PERFORMANCE STANDARD / INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

BENCHMARK / STANDARD Conventions of Standard English

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD Knowledge of Language

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

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

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

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

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

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

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

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

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

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

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

BENCHMARK / STANDARD	Fluency
-----------------------------	----------------

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

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

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

STRAND / CONTENT STANDARD

NM.W.4. Writing Standards

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(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
----------------------	--	--

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE 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
----------------------	--	---

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

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

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

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

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

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

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

PERFORMANCE 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
-----------------------------	--	-------------------------

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

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

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

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

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

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

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

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

PERFORMANCE 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.
--	-------------	--

PERFORMANCE 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
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

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

PERFORMANCE STANDARD / INDICATOR	L.4.3(a)	Choose words and phrases to convey ideas precisely.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	Choose punctuation for effect.
----------------------------------	----------	--------------------------------

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

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

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

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

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

BENCHMARK / STANDARD **Vocabulary Acquisition and Use**

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

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

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

BENCHMARK / STANDARD **Key Ideas and Details**

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

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

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

BENCHMARK / STANDARD **Craft and Structure**

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

PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
-----------------------------	--	--------------------------------

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

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

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

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

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

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

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

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

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

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

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

PERFORMANCE 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**

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

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

BENCHMARK / STANDARD **Comprehension and Collaboration**

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

PERFORMANCE STANDARD / INDICATOR SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

PERFORMANCE STANDARD / INDICATOR SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PERFORMANCE STANDARD / INDICATOR SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

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

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

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

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

PERFORMANCE 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.
--	-------------	--

PERFORMANCE 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
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

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

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

BENCHMARK / STANDARD		Conventions of Standard English
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD		Knowledge of Language
-----------------------------	--	------------------------------

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
---------------------------------	--	--

PERFORMANCE 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

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

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

BENCHMARK / STANDARD Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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

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

PERFORMANCE STANDARD / INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR L.4.1(e) Form and use prepositional phrases.

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

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

BENCHMARK / STANDARD Conventions of Standard English

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD		Knowledge of Language
-----------------------------	--	------------------------------

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

BENCHMARK / STANDARD		Text Types and Purposes
-----------------------------	--	--------------------------------

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(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		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.4.3(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

NM.W.4. Writing Standards

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

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR L.4.1(e) Form and use prepositional phrases.

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.4.2(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	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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	
PERFORMANCE 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	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	L.4.1(e)	Form and use prepositional phrases.
----------------------------------	----------	-------------------------------------

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

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

BENCHMARK / STANDARD		Conventions of Standard English
-----------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.
----------------------------------	----------	-----------------------------

PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
----------------------------------	----------	---

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

BENCHMARK / STANDARD		Knowledge of Language
-----------------------------	--	------------------------------

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
-----------------------------	--	--------------------------------

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

PERFORMANCE STANDARD / INDICATOR W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE STANDARD / INDICATOR W.4.2(e) Provide a concluding statement or section related to the information or explanation presented.

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

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.4. Speaking and Listening Standards	
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	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

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

PERFORMANCE STANDARD / INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR L.4.1(e) Form and use prepositional phrases.

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

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

BENCHMARK / STANDARD **Conventions of Standard English**

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

BENCHMARK / STANDARD **Knowledge of Language**

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD **Vocabulary Acquisition and Use**

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

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

PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
----------------------------------	----------	--

PERFORMANCE STANDARD / INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
----------------------------------	----------	---

PERFORMANCE STANDARD / INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
----------------------------------	----------	--

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
--	--------	---

PERFORMANCE 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
---------------------------------	--	--

PERFORMANCE 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
---------------------------------	--	-------------------------

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

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

BENCHMARK / STANDARD		Comprehension and Collaboration
---------------------------------	--	--

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.4.2. 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
---------------------------------	--	--

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

PERFORMANCE STANDARD / INDICATOR L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PERFORMANCE STANDARD / INDICATOR L.4.1(e) Form and use prepositional phrases.

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

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

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

PERFORMANCE STANDARD / INDICATOR L.4.2(a) Use correct capitalization.

PERFORMANCE STANDARD / INDICATOR L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

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

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

PERFORMANCE STANDARD / INDICATOR L.4.3(a) Choose words and phrases to convey ideas precisely.

PERFORMANCE STANDARD / INDICATOR L.4.3(b) Choose punctuation for effect.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

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