

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
  - [Planning Literacy Instruction with MLSS Guide](#)
  - [Choosing a Complex Text](#)
  - [Text Dependent Questions with Complex Texts](#)
  - [Vocabulary Instruction with Complex Texts](#)
  - [Speaking, Listening, and Writing](#)
  - [Differentiating Support for All Learners](#)
  - [Cross-Curricular Connections with Literacy](#)
  - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.4.1</a></li> <li>○ <a href="#">CCSS.RL.4.2</a></li> <li>○ <a href="#">CCSS.RL.4.3</a></li> <li>○ <a href="#">NMSS.4.a</a></li> <li>○ <a href="#">NMSS.4.b</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.4.4</a></li> <li>○ <a href="#">CCSS.RL.4.5</a></li> <li>○ <a href="#">CCSS.RL.4.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.4.7</a></li> <li>○ CCSS.RL.8 (not applicable to Literature)</li> <li>○ <a href="#">CCSS.RL.4.9</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.4.10</a></li> </ul> </li> </ul>
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**RL.4.1**



**Anchor Standard: Key Ideas and Details**

*R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

Grade	CCSS Domain	CCSS Strand	
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		<i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1	<i>Future Grades:</i> RL 5.1, 6.1, 7.1
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>	
Students use key details and examples to explain what the text is saying and to make inferences		<ul style="list-style-type: none"> <li>● <b>explicitly:</b> fully and clearly expressed or demonstrated; leaving nothing merely implied; unequivocal</li> <li>● <b>conclusion:</b> a judgment or decision reached by reasoning using textual evidence.</li> <li>● <b>inference:</b> a conclusion reached on the basis of evidence and reasoning; inferences are not explicitly written in the text</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>			
<ul style="list-style-type: none"> <li>● read the text to form a perspective or interpretation.</li> <li>● support inferences and conclusions with text evidence.</li> </ul>			

RL.4.2		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Determine the theme of a story, drama, or poem from details in the text; summarize the text.	<i>Previous Grades:</i> RL. K.2, 1.2, 2.2, 3.2	<i>Future Grades:</i> RL. 5.2, 6.2, 7.2
Clarification Statement	Vocabulary for Teacher Development	
Students can use the details in the text to determine the theme or central message that the author conveys in a story, drama, or poem. Students can summarize the key details and ideas of the text.	<ul style="list-style-type: none"> <li>● <b>theme:</b> the underlying message, or 'big idea' in a piece of literature. Critical belief about life that the author conveys.</li> <li>● <b>drama:</b> mode of fictional representation through dialogue and performance</li> <li>● <b>summarize:</b> brief statement of the main points of a text.</li> <li>● <b>poem:</b> a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● articulate the theme(s) of the selection (story, drama, poem) supported by text evidence.</li> <li>● identify the key supporting details and ideas to summarize the selection.</li> </ul>		

RL.4.3		
	<p><b>Anchor Standard: Key Ideas and Details</b> <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
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, feelings, words, or actions).	<i>Previous Grades:</i> RL. K.3, 1.3, 2.3 K.3	<i>Future Grades:</i> RL 5.3, 6.3, 7.3
Clarification Statement	Vocabulary for Teacher Development	
Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama	<ul style="list-style-type: none"> <li>● <b>Interact:</b> act in such a way as to have an effect on another;</li> <li>● <b>thought:</b> an idea or opinion occurring in the mind</li> <li>● <b>action:</b> something that is done</li> <li>● <b>motivation:</b> the reason or reasons one has for acting or behaving in a particular way</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama.</li> </ul>		

4.a		
Grade	NMSS Domain	
4	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 4 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;	<i>Previous Grades:</i> 2.b, 3.a	<i>Future Grades:</i> 5.a
Clarification Statement	Vocabulary for Teacher Development	
Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.	<ul style="list-style-type: none"> <li>● <b>Self-identity:</b> the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity) especially in relation to social context.</li> <li>● <b>culture:</b> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</li> <li>● <b>media:</b> a form of digitized information</li> <li>● <b>oral tradition:</b> a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another through speech from one generation to another</li> <li>● <b>cultural and linguistic relevance:</b> The validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● learn about cultures, societies, and people through literature, media, and oral tradition.</li> <li>● connect literature, media, and oral tradition to explore self-identity.</li> </ul>		

4.b		
Grade	NMSS Domain	
4	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 4 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective	<i>Previous Grades:</i> 3.b	<i>Future Grades:</i> 5.b
Clarification Statement	Vocabulary for Teacher Development	
Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale	<ul style="list-style-type: none"> <li>● <b>oral tradition:</b> a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another</li> <li>● <b>oral tribal history:</b> a form of historical record passed down through oral tradition from one generation to another</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● identify the features of oral tribal history</li> <li>● read and comprehend oral tribal history as a historical perspective</li> <li>● differentiate oral tribal history from a myth, fable, or folktale</li> </ul>		

RL.4.4		
	<b>Anchor Standard: Craft and Structure</b> <i>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<i>Previous Grades:</i> RL K.4, 1.4, 2.4, 3.4	<i>Future Grades:</i> RL 5.4, 6.4, 7.4
Clarification Statement	Vocabulary for Teacher Development	
Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text.	<ul style="list-style-type: none"> <li>● <b>phrase(s):</b> a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>● <b>tone:</b> the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> <li>● <b>connotation:</b> an idea or feeling that a word invokes in addition to its literal or primary meaning</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● determine the meaning of unfamiliar words and phrases.</li> <li>● recognize and comprehend references and allusions to characters found in mythology.</li> <li>● be able to apply knowledge of characters of mythology to determine meaning and tone.</li> </ul>		

RL.4.5		
	<b>Anchor Standard: Craft and Structure</b> <i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
Standard	Vertical Alignment	
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<i>Previous Grades:</i> RL. K.5, 1.5, 2.5, 3.5	<i>Future Grades:</i> RL 5.5, 6.5, 7.5
Clarification Statement	Vocabulary for Teacher Development	
Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as verse, rhythm, and meter. When speaking or writing about dramas, they use literary terms such as cast of characters, settings, descriptions, dialogue, and stage directions.	<ul style="list-style-type: none"> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>● <b>poem:</b> a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) prose–language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● use details to identify structural elements in a poem such as verse, rhythm, meter.</li> <li>● use details to identify structural elements of drama such as casts, settings, descriptions, dialogue, and stage directions.</li> <li>● compare genres such as poems, drama, and prose.</li> </ul>		

RL.4.6				
	<p><b>Anchor Standard: Craft and Structure</b> <i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	Reading: Literature (RL)	Craft and Structure		
Standard		Vertical Alignment		
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL K.6, 1.6, 2.6, 3.6</td> <td style="padding: 5px;"><i>Future Grades:</i> RL 5.6, 6.6, 7.6</td> </tr> </table>	<i>Previous Grades:</i> RL K.6, 1.6, 2.6, 3.6	<i>Future Grades:</i> RL 5.6, 6.6, 7.6
<i>Previous Grades:</i> RL K.6, 1.6, 2.6, 3.6	<i>Future Grades:</i> RL 5.6, 6.6, 7.6			
Clarification Statement		Vocabulary for Teacher Development		
Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration		<ul style="list-style-type: none"> <li><b>compare:</b> in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> <li><b>point of view:</b> a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage points from which one relates the events of a story or makes an argument</li> <li><b>first person narration:</b> a mode of storytelling in which a storyteller recounts events from their own point of view using “I” or “we”, etc.</li> <li><b>third person narration:</b> a mode of storytelling in which the narrator tells the reader the story, referring to the characters by name or third person pronouns such as he, she, or they</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>identify the narrator in a story.</li> <li>distinguish between a first person and third person narration.</li> <li>compare and contrast points of view/ narration across multiple stories.</li> </ul>				

RL.4.7		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p><i>Previous Grades:</i> RL K.7, 1.7, 2.7, 3.7</p>	<p><i>Future Grades:</i> RL 5.7, 6.7, 7.7</p>
Clarification Statement	Vocabulary for Teacher Development	
Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text or visual image they are shown, such as a painting or drawing. They determine which specific descriptions and directions from the written text are used precisely.	<ul style="list-style-type: none"> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>● <b>visuals:</b> paintings, drawings, sculptures, videos, etc</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● recognize a variety of mediums used to communicate information in addition to a central text.</li> <li>● make connections across multiple mediums (text of a story/ drama, visual, oral presentation).</li> <li>● identify the places in each medium (visual, oral presentation, etc.) that reflect descriptions and directions in the text.</li> </ul>		

RL.4.9		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<i>Previous Grades:</i> RL. K.9, 1.9, 2.9, 3.9	<i>Future Grades:</i> RL. 5.9, 6.9, 7.9
Clarification Statement	Vocabulary for Teacher Development	
Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures.	<ul style="list-style-type: none"> <li>● <b>compare:</b> in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> <li>● <b>event:</b> a thing that happens; an occurrence \ myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon</li> <li>● <b>theme:</b> the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● recognize various literary subgenres such as stories, myths, traditional literature from different cultures.</li> <li>● identify similar themes or topics in multiple texts. • compare and contrast themes or topics across multiple texts.</li> <li>● compare and contrast patterns of events across multiple texts. • identify the author’s approach or purpose of the text.</li> </ul>		

**RL.4.10**



**Anchor Standard: Range of Reading Level and Text Complexity**  
*R.10: Read and comprehend complex literary and informational texts independently and proficiently.*

Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Range of Reading Level and Text Complexity</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
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		<table border="1"> <tr> <td><i>Previous Grades:</i> RL. K.1, 2.1, 3.1</td> <td><i>Future Grades:</i> RL 5.1, 6.1, 7.1</td> </tr> </table>	<i>Previous Grades:</i> RL. K.1, 2.1, 3.1	<i>Future Grades:</i> RL 5.1, 6.1, 7.1
<i>Previous Grades:</i> RL. K.1, 2.1, 3.1	<i>Future Grades:</i> RL 5.1, 6.1, 7.1			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
By the end of grade 4, students competently read and understand literary texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time.		<ul style="list-style-type: none"> <li>● <b>independently:</b> on one’s own, without aid from another (such as a teacher)</li> <li>● <b>proficient/proficiently:</b> competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li>● <b>text complexity band:</b> stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● read texts with a Lexile between 740-1010 with proficiency.</li> <li>● read independently with appropriate stamina.</li> <li>● use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.</li> </ul>				

## ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 4.9**
  - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
  - VABB Analysis with Example Questions and Exemplar Student Responses
  - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to 4.9**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Integration of Knowledge and Ideas</b>
<b>RL.4.9</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From Achieve the Core:            “The Seedling” by Paul Laurence Dunbar and “The Coming of the Spring” by Nora Perry.            How does each poet build excitement about the coming of spring? Use specific details from both poems to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<p>Dunbar’s “The Seedling”</p> <ul style="list-style-type: none"> <li>● Uses personification in lines 5-6 to make the seedling seem human.</li> <li>● Uses language that makes the seedling seem at a disadvantage, such as lines 1 and 2 where the “quiet little seedling” lies in a place of darkness and in line 5 where it admits to not being very strong. This makes the reader want to cheer the seedling on.</li> <li>● Uses powerful language such as “Its work of life began” to show the seedling has set a goal for itself, drawing the reader in because we want to learn if it reaches its goal.</li> <li>● Details the various challenges the seedling overcomes, such as pushing up its first “little leaflet” in line 9, and how tiring the growth is (“made the seedling sweat and pant”) in line 18.</li> <li>● Explains how others contributed to the success of the seedling: “The sunshine poured upon it/And the clouds gave a shower” in lines 21 and 22.</li> <li>● The way the poet describes each individual step of the growth process, one event at a time, also helps build excitement.</li> <li>● Finally, it’s also exciting to learn in the last two stanzas that the poet was trying to teach the reader a lesson about how the reader can achieve great things with the help of others.</li> </ul> <p>Perry’s “The Coming of the Spring”</p> <ul style="list-style-type: none"> <li>● Uses hints that spring is coming rather than stating it explicitly: “There’s something in the air/That’s new and sweet and rare” in lines 1 and 2 and “There’s something too, that’s new” in line 5. She even</li> </ul>	

	<p>uses the word “hint” in line 14.</p> <ul style="list-style-type: none"> <li>• Uses personification to make the reader feel the brooks’ excitement in lines 18-20.</li> <li>• Provides signs of things coming to life: “scent of summer things/A whir as if of wings” in lines 3 and 4, “changing tint/This whispering whir” lines 13 and 14, “catkins in their hoods/Of fur and silk will stand” lines 22 and 23, “the mention of the tassels of the hazel and the elder branches budding in lines 25-28.</li> <li>• Uses alliteration (“So, silently but swift”) in line 29 and repetition (“gain and gain”) in line 31 and (“Once more and yet once more”) in line 33 to detail the way that spring is coming on quickly but silently.</li> <li>• Circles back to the idea of new life in the last stanza, with “bloom of birth” and “Make young again the earth.”</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Applying
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>• Students will be able to integrate information from both poems to make a claim about how the poet builds excitement in each text. (Argue-Writing-Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not understand the meaning of the word excitement.</li> <li>• Students may cite evidence that does not indicate the speakers’ intention to build excitement.</li> <li>• Students may focus on the events and details presented in the poems rather than the moves that the author makes.</li> </ul>

<b>RL.4.9</b>	<b>Evidence of Text Complexity and Cultural and Linguistic Responsiveness</b>
	<p><b>Text Summary and evidence of Complexity:</b></p> <ul style="list-style-type: none"> <li>• In Seedling, Dunbar uses a struggling seedling trying to become a beautiful flower as a metaphor of black struggling for equality. The seedling in his poem first sets up a mindset that even if I'm not the best I'm going to be the best I can.</li> <li>• The Seedling by Allen Say is worthy of students’ time to read and also meets the expectations for text complexity at Grade 4. The Lexile level is 740-1110.</li> </ul> <p><b>Evidence of Cultural and Linguistic Responsiveness:</b></p> <ul style="list-style-type: none"> <li>• <b>Who is represented in the text used to assess this cluster of standards?</b> Paul is representing himself through the metaphor first as a seedling and eventually a flower. This representation depicts African American’s struggle for equality.</li> <li>• <b>How are those groups and individuals portrayed?</b> Paul is representing himself through the metaphor first as a seedling and eventually a flower. This representation depicts African American’s struggle for equality.</li> <li>• <b>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</b> In the final two stanzas of the poem, the reader is able to use the poet’s metaphor to compare and contrast themselves as the author portrays the seedling. The use of open-ended questions and</li> </ul>

	<p>desegregating the text for students to have a clear understanding of the authors' purpose.</p> <ul style="list-style-type: none"> <li>• <b>What supports are provided to teachers to identify blind spots?</b> The understanding of the author, the historical context and its relevance today will support teachers in identifying potential blind spots of this text. Without this background knowledge, the message can be easily lost.</li> <li>• <b>How is this text culturally/linguistically responsive?</b> This text is culturally responsive because it's written by a African American author and has themes centered around the struggles of a marginalized group of people. Additionally, it ends by shedding light into a message of never giving up.</li> </ul>
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VABB Analysis		
<b>RL.4.9</b>	<p><b>Validate</b></p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><b>Affirm</b></p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i></p>
	<p><b>Question:</b> Who is the author speaking to when he says, "little folks" in stanza 7? Why would he make this distinction?</p> <p><b>ESR:</b> The author is speaking to the young readers of the poem. He made this distinction so readers can see themselves in the poem and connect to the seedling.</p>	<p><b>Question:</b> How does the poem describe the seedling's growth?</p> <p><b>ESR:</b> Responses may vary but push students to cite a specific stanza and specific words from the poem. In stanza 5, it says "the haste and the hurry made the seedling seat and pant." This tells me that the growing was hard work for the seedling. You sweat when you are working hard, and pant after you run really fast.</p>
	<p><b>Build</b></p> <p>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</p>	<p><b>Bridge</b></p> <p>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</p>
	<p><b>Question:</b> How could you learn from the seedling when you are doing hard work or trying to do something that is hard for you?</p> <p><b>ESR:</b> Through perseverance you can do something that feels difficult. In stanza 3, the flower begins to push through to the light of day. In our lives, we can also push through difficult situations or keep trying when something is hard at first.</p>	<p><b>Question:</b> The author of this poem was only 16 when he was published for the first time. As a young African-American during the late 1800's, this was a major accomplishment that inspired many people. What is another example of a young person having a major accomplishment or completing a difficult task/goal?</p> <p><b>ESR:</b> Responses may vary but push students to think of examples that feature someone from their community or someone similar to their age. You want to have</p>

		<p>students see themselves in these examples so they can connect that they can persevere to complete a hard goal or do hard work. For example, my neighbor got the whole community to sign a petition to get a community garden in our park. It took a long time, but we have the garden now and my dad helps with the tomatoes every year.</p>

**Layer 1: Universal Supports**

*High-quality core instruction for all students*

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
  - *Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension.* To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
  - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
  - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

**Universal Supports**

*The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.*

**Tier 2 Vocabulary to Preteach**

**Vocabulary Word:** Indifference

**Think Aloud:** The Little Prince describes figures “as a matter of indifference” which means that they don’t have interest in what the Little Prince does at the moment.

**Tier 2 Vocabulary**

"But certainly, for us who understand life, figures are a matter of **indifference**. "

The Little Prince by Antoine de Saint-Exupéry

[Link to the full text](#)

**Text Dependent Question**

"I had thus learned a second fact of great importance: this was that the planet the little prince came from was **scarcely** any larger than a house! that in addition to the great planets -such as the Earth, Jupiter, Mars, Venus- to which we have given names, there are also hundreds of others, some of which are so small that one has a hard time seeing them through the telescope."

The Little Prince by Antoine de Saint-Exupéry

[Link to the full text](#)

**Text Dependent Question**

**Question:** The Little Prince describes his planet as "scarcely any larger than a house!" How would you define *scarcely* based on the clues from the text?

**ESR:** Scarcely means that the planet is small. I know this because in the text it says that the planet is hard to see through a telescope compared to the other planets.

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>RI.4.3</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From Cognia: How and why did Little Rabbit’s feelings toward Little Snail change in the story? Refer to details and examples in the story to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● At first Little Rabbit is surprised that Little Snail does not want him to help her get places faster.</li> <li>● Little Rabbit does not understand why Little Snail is content with doing things slowly and carefully, and he doesn’t stop to find out.</li> <li>● After Little Snail saves Little Rabbit, he understands the value of moving slowly and carefully.</li> <li>● Little Rabbit is grateful and follows Little Snail’s example, carefully and slowly building a new burrow</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 2	Understand
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>● Students will use transitional words and phrases to explain the sequence of events that leads to a change in Little Rabbit’s feelings (Recount- Writing- Expanding).</li> <li>● Students will describe the factors that contribute to Little Rabbit’s changing feelings towards Little Snail (Explain- Writing- Bridging).</li> </ul>	<ul style="list-style-type: none"> <li>● Students may not state a claim about the different ways that Students may mis-identify Little Rabbit’s feelings at the beginning or at the end of the text.</li> <li>● Students may confuse what events led to a change in Little Rabbit’s feelings throughout the story.</li> <li>● Students may misinterpret the theme of the text, which will lead to confusion about Little Rabbit’s change.</li> </ul>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
<b>RI.4.3</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p>From Cognia: Compare “Once, I laughed my socks off” and “Baby Ate a Microchip.” How do the stanzas fit together in each poem? How are the poems similar in structure? Explain your answer using details from both of the poems.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>• The author of “Once, I laughed my socks off” uses many dancing words. The author of this poem presents a problem and a solution. The stanzas at the beginning explain the problem, and the stanzas at the end explain the solution. Each stanza in this poem has a rhyme pattern of ABCB. This makes the poem a little harder to read and makes it have a slow, story-like pace. This poem is also like a story because there is a beginning, a middle, and an end.</li> <li>• The author of “Baby Ate a Microchip” chose the words in the poem carefully. Many of the words have more than one meaning and most of the words are computer terms. The computer terms (“downloading,” “bytes,” and “reboot”) help to tie the silly story to the real world. This poem is like a story because there is a beginning, a middle, and an end. Each stanza has a rhyme pattern of AABB. This makes the poem easy to read, because the words flow easily, and gives it a fast pace.</li> <li>• Both of the poems describe very silly events. It seems as though both of the poets chose their words carefully. And, each of the poems’ words (like the computer terms in “Baby Ate a Microchip” and the dancing words in “Once, I laughed my socks off”) are all connected. Each poem centers on a topic, and the words used in each poem all connect back to the topic.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Evaluate
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>• Students can cite evidence from both “Once I Laughed my Socks Off” and “Baby Ate a Microchip” to support their claim (Argue-Writing-Bridging).</li> <li>• Synthesize details about the structure of poetry across the poems, “Once I Laughed my Socks Off” and “Baby Ate a Microchip” (Recount, Writing, Expanding).</li> </ul>	<ul style="list-style-type: none"> <li>• Students may cite evidence from one poem to support the claim instead of citing from both.</li> <li>• Students may cite irrelevant evidence from both poems.</li> <li>• Students may cite evidence from poems without stating a claim about the similarities and differences between the poems (i.e.- students may not compare and contrast the text structures) Students may confuse what events led to a change in Little Rabbit’s feelings throughout the story</li> <li>• Students may misinterpret the theme leading to confusion about Little Rabbit’s change.</li> </ul>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>Multiple Choice Assessment Items</b>		
<b>RL.4.2</b>	<p>Which sentence states the main theme of the story?</p> <p>A) Kindness builds character.            B) Enjoy every moment of life.            C) Friendship makes life easier.            D) <b>Work hard now and pay later</b></p> <p>Text Reference: <a href="#">All the Time in the World</a></p>	
<b>RL.4.2</b>	<p>Which statement summarizes the poem?</p> <p>A) <b>The desert contains mysteries.</b>            B) The desert sunset is exciting to see.            C) The desert has many strange animals.            D) The desert heat makes people confused.</p> <p>Text Reference: <a href="#">The Desert; At First Sight</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Literature(RL)</b>	<b>Craft and Structure</b>
<b>RL.4.4</b>	<p>What does the phrase <u>bounding about</u> mean as it is used in paragraph 7 of the play, “The Line”?</p> <p>A) leaning forward            B) sliding side to side            C) running ahead in line            D) <b>moving all over the place</b></p> <p>Text Reference: <a href="#">The Line; That Evening</a></p>	
<b>RL.4.4</b>	<p>Read the sentence from paragraph 6.  <b>They understand my sorrow, Kanikuya thought, the knowledge warming her.</b>            What does the phrase “the knowledge warming her” suggest?</p> <p>A) <b>a feeling of comfort</b>            B) sadness and disappointment            C) a feeling of anger            D) wisdom and clear thinking</p>	

	Text Reference: <a href="#">The Scarlet Ribbon pg. 19</a>	
<b>RL.4.6</b>	<p>From which point of view is “Once, I laughed my socks off” narrated?</p> <p>A) from the feet’s point of view          B) from the socks’ point of view  <b>C) from the person’s point of view</b>          D) from the television’s point of view</p> <p>Text Reference: <a href="#">Once, I Laughed My Socks Off; Baby Ate a Microchip</a></p>	
<b>RL.4.6</b>	<p>Which sentence correctly compares the narrators in “Once, I laughed my socks off” and “Baby Ate a Microchip”?</p> <p>A) <b>“Once, I laughed my socks off” has a first-person narrator because the narrator uses “I” in the poem, while “Baby Ate a Microchip” has a third-person narrator because the narrator uses “he” in the poem.</b></p> <p>B) “Once, I laughed my socks off” has a third-person narrator because the narrator is not a character in the poem, while “Baby Ate a Microchip” has a first-person narrator because the narrator is a character in the poem.</p> <p>C) “Once, I laughed my socks off” has a third-person narrator because the author does not use a name, while “Baby Ate a Microchip” has a first-person narrator because the narrator uses the name “Baby” in the poem.</p> <p>D) “Once, I laughed my socks off” has a first-person narrator because the narrator speaks about things that will happen, while “Baby Ate a Microchip” has a third-person narrator because the narrator speaks about things that have happened in the poem.</p> <p>Text Reference: <a href="#">Once, I Laughed My Socks Off; Baby Ate a Microchip</a></p>	

4	Reading: Literature (RL)	Integration of Knowledge and Ideas
<b>RL.4.7</b>	<p>How would adding a photo at the end of the story enhance your understanding of the theme?</p> <p><b>ESR:</b> Adding a photo at the end of the story would enhance my understanding of the theme by providing a visual reference illustrating Kanikiya talent being recognized by the brolgas. Seeing the crane wearing her ribbon while she danced around it would help reinforce the idea that the birds respected her talent.</p> <p>Text Reference: <a href="#">The Scarlet Ribbon pg. 19</a></p>	

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
  - [Planning Literacy Instruction with MLSS Guide](#)
  - [Choosing a Complex Text](#)
  - [Text Dependent Questions with Complex Texts](#)
  - [Vocabulary Instruction with Complex Texts](#)
  - [Speaking, Listening, and Writing](#)
  - [Differentiating Support for All Learners](#)
  - [Cross-Curricular Connections with Literacy](#)
  - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.4.1</a></li> <li>○ <a href="#">CCSS.RI.4.2</a></li> <li>○ <a href="#">CCSS.RI.4.3</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.4.4</a></li> <li>○ <a href="#">CCSS.RI.4.5</a></li> <li>○ <a href="#">CCSS.RI.4.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.4.7</a></li> <li>○ <a href="#">CCSS.RI.4.8</a></li> <li>○ <a href="#">CCSS.RI.4.9</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.4.10</a></li> </ul> </li> </ul>
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RI.4.1				
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>			
Grade	CCSS Domain	CCSS Strand		
4	Reading: Informational (RI)	Key Ideas and Details		
<b>Standard</b>		<b>Vertical Alignment</b>		
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI. K.1, 1.1, 2.1, 3.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1</td> </tr> </table>	<i>Previous Grades:</i> RI. K.1, 1.1, 2.1, 3.1	<i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1
<i>Previous Grades:</i> RI. K.1, 1.1, 2.1, 3.1	<i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text		<ul style="list-style-type: none"> <li><b>explicit/explicitly:</b> stated clearly and directly, leaving no room for confusion or interpretation</li> <li><b>inference:</b> conclusion derived from logical reasoning following an investigation of available evidence</li> <li><b>conclusion:</b> a judgement or decision reached by reasoning</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>explain what the text says explicitly.</li> <li>draw inferences from the text's explicit meaning.</li> <li>use text evidence (details and examples) to support explanations about what the text says explicitly and when making inferences</li> </ul>				

RI.4.2				
 <p><b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>				
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Determine the main idea of a text and explain how it is supported by key details; summarize the text		<table border="1"> <tr> <td><i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2</td> <td><i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2</td> </tr> </table>	<i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2	<i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2
<i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2	<i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students establish the main idea of a text and point out how it is supported through key details. Students provide a summary of the text using key details.		<ul style="list-style-type: none"> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>key details:</b> specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>main idea(s)/topic:</b> the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> <li>● <b>summary/summarize:</b> a brief statement of the main points of a larger work or text;</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● determine the main idea of a text.</li> <li>● use key details to support the main idea of a text.</li> <li>● summarize the text using the main idea(s) and key detail(s).</li> </ul>				

RI.4.3				
	<b>Anchor Standard: Key Ideas and Details</b>			
	<i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		<table border="1"> <tr> <td><i>Previous Grades:</i> RI. K.3, 1.3, 2.3, 3.3</td> <td><i>Future Grades:</i> RI.5.3, 6.3, 7.3, 8.3</td> </tr> </table>	<i>Previous Grades:</i> RI. K.3, 1.3, 2.3, 3.3	<i>Future Grades:</i> RI.5.3, 6.3, 7.3, 8.3
<i>Previous Grades:</i> RI. K.3, 1.3, 2.3, 3.3	<i>Future Grades:</i> RI.5.3, 6.3, 7.3, 8.3			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why		<ul style="list-style-type: none"> <li>● <b>events:</b> a thing that happens, especially one of importance</li> <li>● <b>procedure:</b> an established or official way of doing something</li> <li>● <b>idea(s):</b> a thought or suggestion as to a possible course of an action</li> <li>● <b>technical text:</b> text that further explains a subject or understanding of how to complete a task</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● read and comprehend historical, scientific, and technical texts.</li> <li>● explain events, procedures, ideas, and concepts in texts of these disciplines.</li> <li>● select relevant text evidence to explain what happened and why.</li> </ul>				

RI.4.4		
	<b>Anchor Standard: Craft and Structure</b> <i>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<i>Previous Grades:</i> RI K.4, 1.4, 2.4, 3.4	<i>Future Grades:</i> RI 5., 6.4, 7.4, 8.4
Clarification Statement	Vocabulary for Teacher Development	
Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking.	<ul style="list-style-type: none"> <li>● <b>domain-specific vocabulary/words/phrases:</b> Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</li> <li>● <b>general academic:</b> Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.</li> <li>● <b>interpret:</b> explain the meaning of (information, words, or actions)</li> <li>● <b>connotative:</b> something that is implied</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● locate academic and domain specific words and phrases in a text.</li> <li>● determine the meaning of words and phrases in grade 4 topic and subject areas.</li> </ul>		

RI.4.5		
	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI. K.5, 1.5, 2.5, 3.5	<i>Future Grades:</i> RI. 5.5, 6.5, 7.5, 8.5
Clarification Statement	Vocabulary for Teacher Development	
Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution.	<ul style="list-style-type: none"> <li>● <b>describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise</li> <li>● <b>chronology:</b> the arrangement of events or dates in order of their occurrence</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● determine the text structure used by the author (chronology, comparison, cause/ effect problem/ solution) to convey an event, idea, concept, or information in part of the text.</li> <li>● determine the text structure (chronology, comparison, cause/ effect problem/ solution) used to organize the text as a whole.</li> <li>● explain how the events, ideas, or concepts fit into the overall structure of a text.</li> </ul>		

RI.4.6		
	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Informational (RI)	Craft and Structure
<b>Standard</b>	<b>Vertical Alignment</b>	
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p><i>Previous Grades:</i> RI. K.6, 1.6, 2.6, 3.6</p>	<p><i>Future Grades:</i> RI 5.6, 6.6, 7.6, 8.6</p>
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author’s research. Students determine the differences in the information as well as the focus.	<ul style="list-style-type: none"> <li>● <b>compare:</b> in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. Describe, description, descriptive details—to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>firsthand account:</b> a summary or delineation of events from an original source or personal experience</li> <li>● <b>secondhand account:</b> a summary or delineation of events based on an author’s research, rather than personal experience</li> <li>● <b>text complexity band:</b> stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background</li> </ul>	

knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

**Students Who Demonstrate Understanding Can...**

- read a firsthand account and a secondhand account of the same event or topic.
- compare and contrast the firsthand account and the secondhand account- specifically describing the differences in focus and the differences in the information provided.
- give descriptions about how the information is presented for each perspective.
- use point of view to understand different perspectives on the same topic

RI.4.7		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI K.7, 1.7, 2.7, 3.7	<i>Future Grades:</i> RI 5.7, 6.7, 7.7 8.7
Clarification Statement	Vocabulary for Teacher Development	
Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text.	<ul style="list-style-type: none"> <li>● <b>quantitatively:</b> in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively –in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● interpret the deeper meaning of information presented verbally, orally and quantitatively.</li> <li>● make a connection between the information and the text in which it appears.</li> <li>● make connections between pictures, other texts and graphic features, and the text in which they appear.</li> <li>● explain how the information contributes to the reader/ viewer’s understanding of the text as a whole</li> </ul>		

RI.4.8		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Explain how an author uses reasons and evidence to support particular points in a text.	<i>Previous Grades:</i> RI K.8, 1.8, 2.8, 3.8	<i>Future Grades:</i> RI 5.8, 6.8, 7.8, 8.8
Clarification Statement	Vocabulary for Teacher Development	
Students explain how the author supports specific points in a text by using reasons and evidence	<ul style="list-style-type: none"> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li>● <b>reasons/reasoning:</b> an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● determine the author’s central idea, point or argument in a text.</li> <li>● trace the author’s argument or point in the text using reasons and evidence.</li> <li>● explain how the author uses reasons/ evidence to support a point in the text.</li> <li>● use information in the text to support a claim.</li> </ul>		

RI.4.9				
	<b>Anchor Standard: Integration of Knowledge and Ideas</b>			
	<i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>		
Standard		Vertical Alignment		
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably		<table border="1"> <tr> <td><i>Previous Grades:</i> RI K.9, 1.9, 2.9, 3.9</td> <td><i>Future Grades:</i> RI 5.9, 6.9, 7.9, 8.9</td> </tr> </table>	<i>Previous Grades:</i> RI K.9, 1.9, 2.9, 3.9	<i>Future Grades:</i> RI 5.9, 6.9, 7.9, 8.9
<i>Previous Grades:</i> RI K.9, 1.9, 2.9, 3.9	<i>Future Grades:</i> RI 5.9, 6.9, 7.9, 8.9			
Clarification Statement		Vocabulary for Teacher Development		
Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic.		<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> <li>● <b>integrate/synthesize:</b> combine with another to form a whole</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● gather relevant information from two or more texts on the same topic.</li> <li>● integrate/ synthesize information from two texts.</li> <li>● write or speak about the topic knowledgeably using evidence gained from both of the texts</li> </ul>				

RI.4.10				
	<p><b>Anchor Standard: Range of Reading Level and Text Complexity</b> <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p>			
Grade	CCSS Domain	CCSS Strand		
4	Reading: Informational (RI)	Range of Reading Level and Text Complexity		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10</td> </tr> </table>	<i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10	<i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10
<i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10	<i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10			
Clarification Statement		Vocabulary for Teacher Development		
By the end of grade 4, students competently read and understand informational texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.		<ul style="list-style-type: none"> <li><b>independently:</b> on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> <li><b>proficient/proficiently:</b> competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li><b>Lexile:</b> a method used by schools to measure a student reader’s ability</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.</li> <li>read with appropriate stamina independently.</li> <li>read texts of appropriate Lexile levels (740-1010).</li> </ul>				

## ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RI4.1 and RI4.3**
  - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
  - VABB Analysis with Example Questions and Exemplar Student Responses
  - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to RI4.1 and RI4.3**
- **Constructed Response Assessment Task aligned to RI4.1 and RI4.3**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
4	Reading: Informational (RI)	Key Ideas and Details
RI.4.1 RI.4.3	<b>Sample Task #1 (Constructed Response)</b>	
	<p>In the forward to the text <i>We are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson, Hank Aaron writes, "I had finally realized my dream. I knew that if I wanted to stay around, being a black ball player, I had to do twice as much and work twice as hard."</p> <p>Using information and events from the text, explain how other players may have described playing in the Negro League that same way that Hank Aaron did.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● Students should cite specific events named in the text that showed how black baseball players had to overcome specific hardships because of their race and the time period that the historical text took place in. For example:               <ul style="list-style-type: none"> <li>○ Bed Fowler has to work twice as hard because he had to invent shin guards to protect his legs while he played baseball because he kept getting spiked in the legs by base runners.</li> <li>○ Rube Foster had to play and manage his team. He also had to rent a train car to go from game to game because this wasn't covered like it was in the white major leagues.</li> </ul> </li> <li>● Exemplar responses must connect to the time period the text was set in and how the inequality of blacks and whites contributed to and/ or added to the struggles of the players in the Negro League.</li> <li>● Exemplar responses should also connect to the part of the quote, "I had finally realized my dream," and include details about how players did this extra work/ dealt with the inequities and poor treatment in order to play the game that they loved.</li> </ul>	
	<b>DOK</b>	
	Level 3	
	<b>Blooms</b>	
Analyzing		
<b>Possible Aligned Language Objectives</b>		
<ul style="list-style-type: none"> <li>● Students will analyze historical events and connect how they address related themes and concepts.</li> <li>● Students will use textual evidence to support their responses.</li> </ul>		
<b>Possible Misconceptions</b>		
<ul style="list-style-type: none"> <li>● Students may only pull evidence of the hardships that players faced without connecting to the beginning of the quote around playing being a dream.</li> <li>● Students may not connect that the reason for the hardships players faced was because of the racism and discrimination throughout the time period of the setting of the text.</li> </ul>		

**Evidence of Text Complexity and Cultural and Linguistic Responsiveness**

**Text Summary and evidence of Complexity:**

- The story of Negro League baseball is the story of gifted athletes and determined owners; of racial discrimination and international sportsmanship; of fortunes won and lost; of triumphs and defeats on and off the field. This text is about hundreds of unsung heroes who overcame segregation, hatred, terrible conditions, and low pay to do the one thing they loved more than anything else in the world: play ball.
- This text is worthy of students’ time to read and meets the expectations for text complexity at Grade 4. This text was the winner of the Coretta Scott King Book Award in 2009 and the winner of the Siebert Medal Home Page Award.

**Evidence of Cultural and Linguistic Responsiveness:**

- **Who is represented in the text used to assess this cluster of standards?**  
The text represents African American athletes from the 1920's to the 1940's.
- **How are those groups and individuals portrayed?**  
These groups are portrayed as men who would deal with all kinds of inequity and poor treatment to play the game that they loved. The historical context of the time shows accurate inequalities between white and black baseball leagues as well as societal views and depictions of the players. The connection to the players’ perseverance is what portrays them as empowered and passionate.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**  
The text details the story of the player, managers, and owners within the Negro League from the 1920s to the 1940s. This text focuses on the hardships that these men had to overcome but also centers of the triumphs and achievements as well. The text provokes critical questions of cultural diversity as it balances celebrations of achievements with stating facts about terrible playing conditions and treatment of black players. The overall message does center on the empowerment of the players as the text details players who are credited for inventions as well as Jackie Robinson’s integration into the major leagues.
- **What supports are provided to teachers to identify blind spots?**  
The book jacket and forward give some support to teachers to see that the purpose of this text is not to focus on the hardships that players faced but rather to focus on how these men within this text are heroes. This text is meant to offer a “fresh approach” by being honest about the conditions and realities players faced but not let that be the message that lingers with the reader. Teachers may need some support if they are not familiar with the history of baseball or the history of the time period and segregation/ integration of baseball.
- **How is this text culturally/linguistically responsive?**  
This text is culturally responsive because it centers on the positive view of the players, managers, and owners of the Negro League rather than the discrimination of the time period. The writer has crafted the text to humanize the players and attribute them with accomplishments and empowerment. This is done throughout the text as the history of the Negro League is detailed from the 1920s to the 1940s

**RI.4.1**  
**RI.4.3**

VABB Analysis		
<b>RI.4.1</b> <b>RI.4.3</b>	<b>Validate</b>  <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<b>Affirm</b>  <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question:</b> Why do you think the author decided to explain the hardships of the players and how the owners treated them?</p> <p><b>ESR:</b> The author wanted the reader to understand that the players in the Negro league were not treated as well as the white players in the major league by some of the owners. Even though they were treated poorly, they kept playing the game because they loved it.</p>	<p><b>Question:</b> Why does the author make a point to write about both the harsh treatment the athletes faced as well as the hard work, inventions, and success the athletes had?</p> <p><b>ESR:</b> The author wanted to show that the men were not treated fairly and be honest about the time period, but he did not want that to be the focus of the book. The author wanted to make a point to show how hard the men in the Negro Leagues worked and highlight their success to show the reader just how important the athletes were to the game of baseball today.</p>
	<b>Build</b>  <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<b>Bridge</b>  <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p><b>Question:</b> What can we learn from the athletes in this text?</p> <p><b>ESR:</b> We can learn that even if there are struggles along the way, you can persevere if it is something that is important or worthwhile to you.</p>	<p><b>Question:</b> Where have you seen people persevere through or fight for something in your community?</p> <p><b>ESR:</b> : Answers will vary but push students to share specifics around the issue and connect the why behind the person/people they name. For example, students could mention the Black Lives Matter movement, climate change, or other issues covered nationally, or it could be something in their personal lives or local community.</p>

**Layer 1: Universal Supports**

*High-quality core instruction for all students*

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
  - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
  - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
  - Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.

**Universal Supports**

*The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.*

Tier 2 Vocabulary to Preteach	Text Dependent Question
<p><b>Vocabulary Word:</b> <u>Agencies</u></p> <p><b>Think Aloud:</b> Agencies are non profit groups that help certain causes. This agency is helping save cats and helping herders.</p>	<p><b>Question:</b> In the article it asks, "Are the <u>Conservation</u> Programs working?" What do you think <u>conservation</u> means? Do you think these programs are working?</p> <p><b>ESR:</b> Conservation in the text means to help save and protect the snow leopard . Only 3,500-7,500 snow leopards are alive today. Student responses will vary on the second question based on their perspective.</p>
<p><b>Tier 2 Vocabulary</b>  <b>Agencies</b> are working to save the cats and help herders at the same time. Some <b>agencies</b> give herders wire mesh and wood to keep the snow leopards from entering their stables at night. (paragraph 5)</p> <p>Saving Snow Leopards by Pamela Crowne  <a href="#">Link to the full text</a></p>	
<p><b>Text Dependent Question</b>            Are <b>conservation</b> programs working? Researchers estimate that only 3500 to 7500 snow leopards are alive today. But they need more reliable ways to count snow leopards before they will know. (paragraph 6)</p> <p>Saving Snow Leopards by Pamela Crowne  <a href="#">Link to the full text</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.4.2</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From Cognaia: Explain the main idea of the article “Eavesdropping Iguanas.” What key details does the author use to support the main idea? Use details from the article to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<p>The main idea of “Eavesdropping Iguanas” is the different ways iguanas have adapted to their environment in order to survive. The author writes about two scientists and includes their own words when describing that they discovered that iguanas can tell the difference between a bird’s song and its alarm call. This is useful to the iguana because it knows when a hawk will strike and is able to make a quick getaway just by listening. The author then explains other behaviors that iguanas use to survive, such as drinking salt water, slowing down their hearts when swimming, and shrinking their bodies to use less energy. This connects to the main idea because these are not normal animal features. These iguanas are pretty special because of the way they have adapted to life on the Galapagos Islands.</p>	
	<b>DOK</b>	<b>Blooms</b>
	Level 2	Understanding
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>● Students can identify the main idea of the informational text “Eavesdropping Iguanas”. (Recount-Reading-Developing)</li> <li>● Students can connect key details to the main idea of the informational text “Eavesdropping Iguanas”. (Recount-Reading-Expanding)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may state an incorrect claim about the main idea- such as focusing on features of iguanas, habitats of iguanas, etc. instead of understanding that iguanas have adapted to their environment to survive.</li> <li>● Students may cite evidence that does not directly support the claim.</li> <li>● Students use “Kinds of Iguanas” (the first article) instead of “Eavesdropping Iguanas”.</li> </ul>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: informational (RI)</b>	<b>Craft and Structure</b>
<b>RI.4.5</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p>From Achieve the Core: 16 (Optional essay) Based on the information in both articles and the video, what steps would you take to do an archaeology dig at a spot where people might have lived in the past? Write an essay describing the process you would follow to learn about these people, using only the information in the articles and video. Be sure to include details from at least two of the sources. Write your response in the space that has been provided below.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● The first thing to do would be to find a place to dig (inference from article 1 and video).</li> <li>● This place should be where people might have lived before it was buried by debris (article 1 and video).               <ol style="list-style-type: none"> <li>1) One place to look would be where conquered people probably lived and threw away trash (article 2 and video).</li> <li>2) Another place to look would be where conquering people threw away things (article 2).</li> </ol> </li> <li>● The next thing to do is to collect the right tools, including pickaxes, drills, and brushes (article 1 and video).</li> <li>● The next step is to start digging.               <ol style="list-style-type: none"> <li>1) The pickaxes and drills would likely be used for hard ground, and the brushes for brushing off small pieces of dirt from what is found (inferences from article 1 and video).</li> </ol> </li> <li>● The digging has to be carefully done so that every small object is found (inference from both articles and video).</li> <li>● When a lot of objects have been collected from the dig, the next step is to try to figure out what the objects mean (inference from both articles and video).               <ol style="list-style-type: none"> <li>1) For example, if pieces of clothing are found, we learn about what people wore (both articles).</li> <li>2) If bones are found, we know what people ate (video).</li> <li>3) If there's a lot of something that people threw away, maybe they had a lot of it (article 2).</li> <li>4) If seeds are found, we learn what crops people grew (article 1).</li> </ol> </li> <li>● The last step is to "piece together the life stories" of the people (article 2) and thus "discover the past" (article 1) and statement from the video's conclusion</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
Level 3	Synthesize	

Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> <li>Students can elaborate by adding precision and details to the steps you would you take to do an archaeology dig at a spot where people might have lived in the past (Explain, Reading, Developing)</li> </ul>	<ul style="list-style-type: none"> <li>Students have to synthesize amongst three sources. They may provide inadequate support from one, two, or all three of the texts.</li> <li>Students may not organize their claims in sequential order with supporting evidence from the text.</li> <li>Students may have difficulty with specific vocabulary</li> </ul>

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.4.1</b>	<p>In the article “The Statue of Liberty,” why did Bartholdi base the design of the statue on a Roman goddess?</p> <p>A) because he wanted a large figure to be seen by anyone entering the harbor by boat            B) because she was a symbol of the Declaration of Independence and what it stood for  <b>C) because she represented the freedom that the United States had won during the war</b>            D) because he hoped people coming into the country would feel safe when they saw her holding a torch</p> <p>Text Reference: <a href="#">The Statue of Liberty/Mount Rushmore</a></p>	
<b>RI.4.1</b>	<p>According to the article “Mount Rushmore,” why did Borglum decide to carve the faces of the presidents?</p> <p>A) to improve his chances of getting money for the project            B) to start the practice of unveiling statues of famous people            C) to help secure his job as a historian for the state of South Dakota  <b>D) to show that the presidents played an important role in the country</b></p> <p>Text Reference: <a href="#">The Statue of Liberty/Mount Rushmore</a></p>	
<b>RI.4.3</b>	<p>What was the most important effect of Mount Rushmore on South Dakota?</p> <p>A) It took too much money to build.  <b>B) It helped attract people to the state.</b>            C) More people moved there from the cities.            D) Granite became a popular building material.</p> <p>Text Reference: <a href="#">The Statue of Liberty/Mount Rushmore</a></p>	
<b>RI.4.3</b>	<p>Based on “Eavesdropping Iguanas,” why is sunbathing important to an iguana’s well being?</p> <p><b>A) When iguanas swim for food, they slow their heartbeat down and need to warm back up.</b>            B) Sunbathing helps iguanas to dry out and remove salt from the water they drink.            C) As the sun moves throughout the day, the iguanas move to look for food.            D) Some animals often mistake sunbathing iguanas for large rocks.</p> <p>Text Reference: <a href="#">Kinds of Iguana; Eavesdropping Iguanas</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
<b>RI.4.4</b>	<p>What does the word “conservation” mean as it’s used in paragraph 6?</p> <ul style="list-style-type: none"> <li>A) Action</li> <li>B) education</li> <li>C) preparation</li> <li><b>D) protection</b></li> </ul> <p>Text Reference: <a href="#">Saving Snow Leopards pg. 14</a></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>
<b>RI.4.7</b>	<p>Why did the author of “Working Women and Children” most likely include the picture in the article?</p> <ul style="list-style-type: none"> <li>A) to show the factory that Herman Melville wrote about</li> <li>B) to show how women and children dressed at the time</li> <li><b>C) to show the working conditions for women and children in factories</b></li> <li>D) to show women and children doing work usually done by men in American factories</li> </ul> <p>Text Reference: <a href="#">Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice</a></p>	
<b>RI.4.7</b>	<p>What does the picture in “Working Women and Children” explain more clearly than the text in the article? Select two answers.</p> <ul style="list-style-type: none"> <li>A) why women worked inside factories</li> <li><b>B) what the inside of factories looked like</b></li> <li>C) why factory workers were paid low wages</li> <li>D) what made women sign up for factory jobs</li> <li>E) why children were needed to work in factories</li> <li><b>F) why so many workers were needed in a factory</b></li> </ul> <p>Text Reference: <a href="#">Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice</a></p>	

**RI.4.8**

Which phrase from “Letter to the Editor” best shows that the Lowell factory owners were asking too much of their young workers?

- A) “I was ambitious to do something for myself in the way of earning money”
- B) “wallow through the snow to the factory, stay there until half-past twelve, then run home and swallow her dinner [lunch]”
- C) “unpleasant and unnatural and exceedingly hurtful to the constitution [health]”**
- D) “The labor of attending three or four looms thirteen hours per day . . . is very severe.”

Text Reference: [Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice](#)

**RI.4.8**

How does the author of the article “Origami Then and Now” support the idea that origami is more than a hobby?

- A) by stating that teachers, scientists, and doctors use origami**
- B) by explaining that origami is popular in many different countries
- C) by stating that it became easier for people to learn how to fold paper
- D) by explaining that folding paper into certain shapes takes a long time

Text Reference: [Origami Now and Then](#)

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Speaking & Listening strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.4.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.4.4</a></li> </ul> </li> </ul>
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**RF.4.3**

**Foundational Skills**

*From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.*

Grade	CCSS Domain	CCSS Strand
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4	Foundational Skills (RF)	Phonics and Word Recognition
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Standard	Vertical Alignment
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Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context</li> </ul>	<i>Previous Grades:</i> RF.K.3, 1.3, 2.3, 3.3	<i>Future Grades:</i> RF.5.3
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Clarification Statement	Vocabulary for Teacher Development
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Students should be able to decode words using phonics and word analysis skills.	<ul style="list-style-type: none"> <li><b>analysis:</b> a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li><b>decode:</b> to apply knowledge of the relationships of letters and sounds in order to form a word</li> <li><b>multisyllabic:</b> having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills</li> <li><b>suffixes:</b> an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running)</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts.
- use skills in context and in isolation.
- apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4				
<b>Foundational Skills</b> From Achieve the Core: Definition- Fluency consists of reading accurately, at an appropriate rate, and with expression.				
4	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self correct word recognition and understanding, rereading as necessary</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF. K.4, 1.4, 2.4, 3.4               </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF.5.4               </td> </tr> </table>	<i>Previous Grades:</i> RF. K.4, 1.4, 2.4, 3.4	<i>Future Grades:</i> RF.5.4
<i>Previous Grades:</i> RF. K.4, 1.4, 2.4, 3.4	<i>Future Grades:</i> RF.5.4			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		

Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct using context while reading and re-read if necessary.

Students will focus on the meaning of the text while reading fluently.

- **expression:** the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.
- **fluency, fluid reading:** oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression
- **purpose:** the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **self-correct:** one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

**Students Who Demonstrate Understanding Can...**

- read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).
- read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.
- reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

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## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.4.1</a></li> <li>○ <a href="#">CCSS.W.4.2</a></li> <li>○ <a href="#">CCSS.W.4.3</a></li> <li>○ <a href="#">CCSS.W.4.a</a></li> </ul> </li> <li>● <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.4.4</a></li> <li>○ <a href="#">CCSS.W.4.5</a></li> <li>○ <a href="#">CCSS.W.4.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.4.7</a></li> <li>○ <a href="#">CCSS.W.4.8</a></li> <li>○ <a href="#">CCSS.W.4.9</a></li> <li>○</li> </ul> </li> <li>● <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.4.10</a></li> </ul> </li> </ul>
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W.4.1		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard		Vertical Alignment
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</li> <li>B. Provide reasons that are supported by facts and details.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a concluding statement or section related to the opinion presented.</li> </ul>		<p><i>Previous Grades:</i> W.2.1, 3.1</p> <p><i>Future Grades:</i> W.5.1, 6.1</p>

Clarification Statement	Vocabulary for Teacher Development
<p>The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take a position and provide facts and details in support of this point of view. Teacher modeling of the writing process for opinion pieces is necessary in order to help students understand how to take a position and support it with reasons that are followed by facts and details. This starts by helping students clearly identify topics where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas that support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. The teacher would then need to guide the students on how to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.</p>	<ul style="list-style-type: none"> <li>● <b>editing:</b> the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</li> <li>● <b>point of view:</b> a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</li> <li>● <b>purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>reasons/reasoning:</b> an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>
<p><b>Students Who Demonstrate Understanding Can...</b></p>	
<ul style="list-style-type: none"> <li>● determine relevant reasons and information to support a point of view.</li> <li>● write an introduction that includes a purpose and background information about a topic.</li> <li>● group related information and ideas to best support the opinion and purpose of my writing.</li> <li>● determine if reasons are specific and logical for my point of view.</li> <li>● compose an opinion piece that includes a concluding statement or a section that summarizes my opinion or makes a call to action.</li> </ul>	

W.4.2		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><i>Previous Grades:</i> W.2.2, 3.2</p>	<p><i>Future Grades:</i> W.5.2, 6.2</p>
Clarification Statement	Vocabulary for Teacher Development	

The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. Teacher model of the writing process for informative/explanatory texts is necessary in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify a topic they can write an informative/explanatory piece about. The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing. The teacher guides students' writing so it is organized to introduce and explain the identified topic clearly and provides sufficient information in support of this explanation. This information is organized in paragraphs or sections to group related information. Students are also encouraged to use precise language to describe the topic under study. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing. Throughout the text, students also use linking words and phrases to connect ideas within a category of information. To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to the information or explanation presented. Throughout their writing, students may include formatting (e.g. headings, sections, etc.), use illustrations, and/or use multimedia to help the reader's understanding of the topic.

- **concrete details:** information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay
- **domain-specific vocabulary/words/phrases:** Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
- **editing:** the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.
- **formatting:** the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)
- **illustration:** a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

**Students Who Demonstrate Understanding Can...**

- use organizational structures (ex: cause and effect, problem/solution, sequence) to effectively compose informational texts that have a clear purpose.
- use organizational structures to effectively compose explanatory texts that have a clear purpose.
- introduce the topic clearly.
- group related information in paragraphs and sections.

- Include formatting (headings), illustrations and multimedia when useful to aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations, and other information and examples.
- link ideas within categories of information using words and phrases (another, for example, also, because).
- use precise language and domain specific vocabulary to inform or explain.
- provide a concluding statement or section.

W.4.3		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or event</li> </ul>	<p><i>Previous Grades:</i> W.2.3, 3.3</p>	<p><i>Future Grades:</i> W.5.3, 6.3</p>
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	

The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. Teacher modeling of the writing process for narrative pieces is necessary in order to help students understand how to write a story that moves in a sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify a topic for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include. Students begin composing their drafts by familiarizing the reader with the circumstances surrounding their chosen topics, including the narrator and/or characters. Students then unfold the sequence of events in a manner that is natural. Students use dialogue and description to add to the experience and events. To signal the order of events, students use transition words and phrases to maintain the progression of events. To develop their characters, students use dialogue and describe the characters' thoughts, feelings, and actions to show their responses to other characters and circumstances in the narratives. Students also use words, phrases, and imagery to tell the story in a way that is more tangible or realistic. Students end their narratives in a way that connects to the experiences or events shared in the narrative.

- **describe, description, descriptive details:** to explain something in words; the details necessary to give a full and precise account
- **editing:** the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.
- **event:** a thing that happens; an occurrence phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)
- **purpose:** the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **revision/revising :** the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors
- **sensory language/details:** words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

**Students Who Demonstrate Understanding Can...**

- write a real or imagined narrative.
- create a situation, as well as introduce a narrator and include a logical sequence of events in a story.
- use dialogues and descriptions that develop events and characters.
- include transitional words and phrases along with concrete words and sensory details that help sequence the events of the story in their writing.
- write in a way that shows a clear conclusion that follows the events in the story

W.4.a		
	<p><b>Anchor Standard: Writing</b></p> <p><i>New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>4th grade students will:</p> <ul style="list-style-type: none"> <li>A. gather relevant information from multiple sources, including oral knowledge;</li> <li>B. apply digital tools to gather, evaluate, and use information.</li> <li>C. demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> </ul>	<p><i>Previous Grades:</i> 3.a, 3.b</p>	<p><i>Future Grades:</i> 5.a, 5.b, 5.c</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will gather information using various sources, such as oral knowledge. Students will also navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</p>	<ul style="list-style-type: none"> <li>● <b>oral knowledge:</b> information that is received, preserved and transmitted through speech from one generation to another. This knowledge can encompass aspects of life from birth to death, including the natural world and environment.</li> <li>● <b>digital tools:</b> programs, online resources, and websites that contain information.</li> <li>● <b>evaluate:</b> form an idea, assess</li> <li>● <b>technology:</b> the application of scientific knowledge for practical purposes</li> <li>● <b>creative thinking:</b> the ability to look at things differently and find new ways of solving problems. Creative thinking skills include: problem-solving, writing, visual art</li> </ul>	
<p><b>Students Who Demonstrate Understanding Can...</b></p>		

- Use multiple sources, such as oral knowledge, to gather information about a topic.
- Understand how to use digital tools such as programs, online resources, and websites
- Apply knowledge of digital tools to gather information.
- Apply digital tools to evaluate information for validity, quality, and relevance.
- Use the information gathered from digital tools for specific purposes.
- Use technology to develop and express creative thinking skills.
- Use technology to develop innovative products or processes.
- Construct knowledge using technology.

W.4.4				
	<p><b>Anchor Standard: Writing</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>			
Grade	CCSS Domain	CCSS Strand		
4	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.4</td> <td style="padding: 5px;"><i>Future Grades:</i> W.5.4, 6.4</td> </tr> </table>	<i>Previous Grades:</i> W.3.4	<i>Future Grades:</i> W.5.4, 6.4
<i>Previous Grades:</i> W.3.4	<i>Future Grades:</i> W.5.4, 6.4			
Clarification Statement		Vocabulary for Teacher Development		
The student will create writing that is organized, clear and coherent to the reader. The student is able to present the topic with sufficient development and they answer the prompt to its full extent with consideration for the audience for which it is being written.		<ul style="list-style-type: none"> <li><b>audience:</b> the people or groups for which the writing is being written for</li> <li><b>coherent:</b> well planned, so that it is clear and sensible and all its parts go well with each other.</li> <li><b>purpose:</b> the reason for which something is done or created or for which something exists; specific reason for writing</li> <li><b>task:</b> type of writing assignment</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>determine an appropriate writing style for a specific task, purpose, and audience</li> <li>develop their ideas and a writing style to convey tone and meaning to the audience</li> <li>create a clear and coherent piece that is appropriately developed and organized according to task and purpose</li> </ul>				

W.4.5				
	<p><b>Anchor Standard: Writing</b> <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Writing (W)</b>	<b>Production and Distribution of Writing</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.5</td> <td style="padding: 5px;"><i>Future Grades:</i> W.5.5</td> </tr> </table>	<i>Previous Grades:</i> W.3.5	<i>Future Grades:</i> W.5.5
<i>Previous Grades:</i> W.3.5	<i>Future Grades:</i> W.5.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>With help from adults and peers, students are able to develop and strengthen their writing through revision and editing skills. Students understand how to change word choice and sentence structure in their writing to strengthen their piece. With assistance in the planning phase they may need the help of graphic organizers. Students are also developing the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance through conferencing and/or peer review. Students will understand that writing is a process through which they can take feedback to make their writing clearer, more informative, more descriptive or more convincing. Students understand that the writing process has multiple parts: prewriting, writing, revising and editing, and that each part has an important purpose in the overall process.</p>		<ul style="list-style-type: none"> <li><b>editing:</b> the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.</li> <li><b>revision/revising:</b> the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</li> <li><b>prewriting:</b> The planning that occurs before writing including brainstorming and thinking maps.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>use prewriting strategies to develop ideas.</li> <li>develop and strengthen their writing through planning, revising and editing.</li> <li>analyze the suggestions given and decide how to revise or edit based on those suggestions.</li> <li>compose a piece of writing by going through the writing process of prewriting (planning), writing, revising, and editing.</li> </ul>				

- edit their writing by checking for errors in capitalization, punctuation, grammar, spelling.

W.4.6		
	<p><b>Anchor Standard: Writing</b> <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
<p>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.</p>	<p><i>Previous Grades:</i> W.2.6, 3.6</p>	<p><i>Future Grades:</i> W.5.6, 6.6</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance.</p>	<ul style="list-style-type: none"> <li>● <b>digital tools:</b> tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</li> <li>● <b>interact:</b> to act in such a manner as to influence another</li> <li>● <b>publish:</b> to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● students use technology to produce and publish their writing.</li> <li>● using keyboarding skills, students are able to produce a page of writing in a single setting.</li> </ul>		

W.4.7				
	<p><b>Anchor Standard: Writing</b></p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Conduct short research projects that build knowledge through investigation of different aspects of a topic.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.2.7, 3.7</td> <td style="padding: 5px;"><i>Future Grades:</i> W.5.7, 6.7</td> </tr> </table>	<i>Previous Grades:</i> W.2.7, 3.7	<i>Future Grades:</i> W.5.7, 6.7
<i>Previous Grades:</i> W.2.7, 3.7	<i>Future Grades:</i> W.5.7, 6.7			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic.		<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● cite all sources for information that they gather.</li> <li>● organize information in a logical manner to share research.</li> <li>● use paraphrased portions of research to support their writing.</li> <li>● create a research project based on information gained through investigation of a topic.</li> </ul>				

W.4.8		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Writing (W)	Research to Build and Present Knowledge
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.2.8, 3.8	<i>Future Grades:</i> W.5.8, 6.8
Clarification Statement	Vocabulary for Teacher Development	
Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students take notes and sort the information into categories, as well as provide a list of sources used.	<ul style="list-style-type: none"> <li><b>digital sources:</b> refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non digital formats</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>summarize or paraphrase information</li> <li>write notes from various sources of information.</li> <li>create a list of sources from information I have gathered</li> </ul>		

W.4.9				
	<b>Anchor Standard: Writing</b> <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>4</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Draw evidence from literary or informational texts to support analysis, reflection, and research.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> W.5.9, 6.9</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.5.9, 6.9
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.5.9, 6.9			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>Students use skills and strategies for reading literary and informational text as they investigate topics. Students will refer to the text when drawing conclusions as well as when answering direct questions and describing various story elements. Students will provide explanations about how an author uses evidence to support a point in the text. Students combine information from two texts about the same subject in a written or verbal response to demonstrate knowledge of the topic.</p> <p>Students will be able to break apart literature and informational texts and use writing to help create additional meaning. In a literature text, students will be able to identify supporting evidence to help describe a character, setting or event in depth. They will understand how to use a character's thoughts, words or actions to support their task. In an informational text, students will be able to explain how the author uses their writing to present reasons and evidence that support their point of view.</p>		<ul style="list-style-type: none"> <li>● <b>analysis:</b> the process of studying or examining something in an organized way to learn more about it.</li> <li>● <b>evidence:</b> one or more reasons for believing that something is or is not true</li> <li>● <b>reflection:</b> serious thought or consideration</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● create written responses that are supported by text evidence to show analysis, reflection, and/or research skills and understanding.</li> </ul>				

- determine important text evidence that supports their analysis, reflection, and/or research in their responses.
- Explain how author's use reasons and evidence to support points in a text.
- compile evidence for a range of specific tasks, purposes, and audiences from literature or informational text in order to analyze, reflect, and conduct research.

W.4.10				
	<b>Anchor Standard: Writing</b> <i>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 tasks, purposes, and audiences.</i>			
Grade	CCSS Domain	CCSS Strand		
4	Writing (W)	Range of Writing		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.10</td> <td style="padding: 5px;"><i>Future Grades:</i> W.5.10, 6.10</td> </tr> </table>	<i>Previous Grades:</i> W.3.10	<i>Future Grades:</i> W.5.10, 6.10
<i>Previous Grades:</i> W.3.10	<i>Future Grades:</i> W.5.10, 6.10			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task, audience, and purpose should be present in the student’s topic they are writing about.</p> <p>Students are exposed to various forms of writing. This may include long term projects that take students through research and reflection as well as the writing process: prewriting, writing, revising and editing. In addition, students can write in shorter time frames for shorter responses including constructed responses, short answer questions and text dependent questions. This work should be done routinely and not just once or twice throughout the year. Students need to have embedded the skills they need for short and extended writing projects.</p>		<ul style="list-style-type: none"> <li>● <b>audience:</b> the people or groups for which the writing is being written for</li> <li>● <b>purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>routinely:</b> as part of a regular procedure rather than for a special reason</li> <li>● <b>task:</b> type of writing assignment</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● write a variety of writing pieces throughout the school year in various genres.</li> <li>● engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.</li> <li>● write across genres.</li> </ul>				

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Speaking & Listening strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.4.1</a></li> <li>○ <a href="#">CCSS.SL.4.2</a></li> <li>○ <a href="#">CCSS.SL.4.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.4.4</a></li> <li>○ <a href="#">CCSS.SL.4.5</a></li> <li>○ <a href="#">CCSS.SL.4.6</a></li> <li>○ <a href="#">SL.4.a</a></li> </ul> </li> </ul>
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**SL.4.1**



**Anchor Standard: Speaking and Listening**

*SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Grade	CCSS Domain	CCSS Strand	
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</li> </ul>		<p><i>Previous Grades:</i> SL.2.1, 3.1</p>	<p><i>Future Grades:</i> SL.5.1, 6.1</p>

Clarification Statement	Vocabulary for Teacher Development
<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on fourth grade topics and texts. They communicate their own ideas and add to what others are saying. Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).</p> <ul style="list-style-type: none"> <li>● students know the rules for class discussions and take on meaningful roles by following those guidelines.</li> <li>● students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments.</li> <li>● following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>key ideas:</b> most important thoughts addressed in a text or discussion</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<b>Students Who Demonstrate Understanding Can...</b>	
<ul style="list-style-type: none"> <li>● engage in discussions and share knowledge with various audiences.</li> <li>● create and follow agreed upon rules for discussions.</li> <li>● actively participate in class discussions and are not only able to build on others' ideas, but also express their own ideas and connections to the discussion.</li> <li>● ask clarifying questions that help them better understand the discussion.</li> <li>● stay on topic while adding to others' ideas and comments.</li> </ul>	

SL.4.2		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<i>Previous Grades:</i> SL.2.2, 3.2	<i>Future Grades:</i> SL.5.2, 6.2
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students restate in their own words information from parts of a text that is read aloud or presented to them in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).	<ul style="list-style-type: none"> <li>● <b>paraphrase:</b> express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● paraphrase textual evidence presented from a variety of media.</li> <li>● paraphrase textual evidence presented in a variety of formats</li> </ul>		

**SL.4.3**



**Anchor Standard: Speaking and Listening**

*SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Identify the reasons and evidence a speaker provides to support particular points.	<i>Previous Grades:</i> SL.2.3, 3.3	<i>Future Grades:</i> SL.5.3, 6.3
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students name the reasons and evidence a speaker uses to reinforce specific points.	<ul style="list-style-type: none"> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li>● <b>reasons/reasoning:</b> an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● list and understand the reasons and evidence a speaker gives to support specific points.</li> <li>● work in whole group, small group, and/or independently to identify key points of a speech.</li> </ul>		

SL.4.4				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
4	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.2.4, 3.4</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.5.4, 6.4</td> </tr> </table>	<i>Previous Grades:</i> SL.2.4, 3.4	<i>Future Grades:</i> SL.5.4, 6.4
<i>Previous Grades:</i> SL.2.4, 3.4	<i>Future Grades:</i> SL.5.4, 6.4			
Clarification Statement		Vocabulary for Teacher Development		
Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.		<ul style="list-style-type: none"> <li>● <b>formal discourse:</b> dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li>● <b>informal discourse:</b> dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> <li>● <b>main idea(s)/topic:</b> the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> <li>● <b>recount:</b> to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>● <b>relevant evidence, observations, ideas, descriptive details:</b> details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose</li> </ul>		

	evidence, details, etc. that are closely related to the idea being expressed by the claim
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**Students Who Demonstrate Understanding Can...**

- report on a topic or text with facts, relevant details and themes.
- use a logical sequence of events to tell a story, to report on a topic or text, or to recount an experience.
- speak clearly and an understandable pace while reporting on a topic or telling a story.

SL.4.5		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>	
Grade	CCSS Domain	CCSS Strand
4	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<i>Previous Grades:</i> SL.2.4, 3.5	<i>Future Grades:</i> SL.5.5, 6.5
Clarification Statement	Vocabulary for Teacher Development	
Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes.	<ul style="list-style-type: none"> <li><b>main idea(s)/topic:</b> the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning 27</li> <li><b>theme:</b> the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>use audio to enhance the main idea or theme.</li> <li>use visual displays to enhance the main idea or theme</li> </ul>		

RL.4.6				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>			
Grade	CCSS Domain	CCSS Strand		
4	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.2.6, 3.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.5.6, 6.6</td> </tr> </table>	<i>Previous Grades:</i> SL.2.6, 3.6	<i>Future Grades:</i> SL.5.6, 6.6
<i>Previous Grades:</i> SL.2.6, 3.6	<i>Future Grades:</i> SL.5.6, 6.6			
Clarification Statement		Vocabulary for Teacher Development		
Students should be exposed to a variety of speaking tasks in order to understand the difference between formal and informal English. Based on this understanding they can use appropriate speech when engaging with different audiences.		<ul style="list-style-type: none"> <li><b>formal discourse:</b> dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li><b>informal discourse:</b> dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> <li><b>main idea(s)/topic:</b> the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>identify characteristics of formal and informal speaking.</li> <li>analyze a situation to determine appropriate speech use.</li> <li>determine when a speaking task or situation requires a formal or an informal use of language.</li> </ul>				

SL.4.a		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.4.a: New Mexico State Standards</i>	
Grade	CCSS Domain	CCSS Strand
4	Speaking and Listening (SL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
4th grade students will: (a) understand the influence of heritage language in English speech patterns; (b) orally compare and contrast accounts of the same event and text; (c) Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	<i>Previous Grades:</i> 3.a, 3.b, 3.c	<i>Future Grades:</i> 5.a, 5.b, 5.c
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p>	<ul style="list-style-type: none"> <li>● <b>heritage language:</b> language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears.</li> <li>● <b>speech pattern:</b> a distinctive manner of oral expression</li> <li>● <b>cultural setting:</b> the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group</li> <li>● <b>cooperation:</b> the process of working together toward the same end</li> <li>● <b>appropriate:</b> suitable or proper in the circumstances</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Listen to an audio recording of an English speaker and identify specific speech patterns.</li> <li>● Identify within those speech patterns where heritage language has been influential.</li> <li>● Discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage</li> </ul>		

languages on those phrases and words.

- Compare and contrast accounts of the same event and text verbally
- identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc) and describe which skills are appropriate in a given environment.
- demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.