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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 stran, 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		
⚓	*Anchor Standard*	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.
	Priority Standard	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

- **Text Types and Purposes**
  - CCSS.W.4.1
  - CCSS.W.4.2
  - CCSS.W.4.3
  - CCSS.W.4.a
- **Production and Distribution of Writing**
  - CCSS.W.4.4
  - CCSS.W.4.5
  - CCSS.W.4.6
- **Research to Build and Present Knowledge**
  - CCSS.W.4.7
  - CCSS.W.4.8
  - CCSS.W.4.9
  -
- **Range of Writing**
  - CCSS.W.4.10

W.4.1

Anchor Standard: Writing
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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 B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a concluding statement or section related to the opinion presented.	*Previous Grades:* W.2.1, 3.1	*Future Grades:* W.5.1, 6.1

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Clarification Statement	Vocabulary for Teacher Development
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.	● **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 ● **point of view:** 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 ● **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) ● **reasons/reasoning:** 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

Students Who Demonstrate Understanding Can...

● determine relevant reasons and information to support a point of view.
● write an introduction that includes a purpose and background information about a topic.
● group related information and ideas to best support the opinion and purpose of my writing.
● determine if reasons are specific and logical for my point of view.
● compose an opinion piece that includes a concluding statement or a section that summarizes my opinion or makes a call to action.

W.4.2

Anchor Standard: Writing
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard	Previous Grades:	Future Grades:
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.	W.2.2, 3.2	W.5.2, 6.2

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

Anchor Standard: Writing
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard		
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or event	*Previous Grades:* W.2.3, 3.3	*Future Grades:* W.5.3, 6.3

Clarification Statement	Vocabulary for Teacher Development

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

Anchor Standard: Writing
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.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

	Previous Grades:	Future Grades:
4th grade students will: A. gather relevant information from multiple sources, including oral knowledge; B. apply digital tools to gather, evaluate, and use information. C. demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	3.a, 3.b	5.a, 5.b, 5.c

Clarification Statement	Vocabulary for Teacher Development
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.	**oral knowledge:** 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. **digital tools:** programs, online resources, and websites that contain information. **evaluate:** form an idea, assess **technology:** the application of scientific knowledge for practical purposes **creative thinking:** the ability to look at things differently and find new ways of solving problems. Creative thinking skills include: problem-solving, writing, visual art

Students Who Demonstrate Understanding Can...

- 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

	Anchor Standard: Writing *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

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	*Previous Grades:* W.3.4	*Future Grades:* 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.	● **audience:** the people or groups for which the writing is being written for ● **coherent:** well planned, so that it is clear and sensible and all its parts go well with each other. ● **purpose:** the reason for which something is done or created or for which something exists; specific reason for writing ● **task:** type of writing assignment

Students Who Demonstrate Understanding Can...

● determine an appropriate writing style for a specific task, purpose, and audience
● develop their ideas and a writing style to convey tone and meaning to the audience
● create a clear and coherent piece that is appropriately developed and organized according to task and purpose

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W.4.5

Anchor Standard: Writing
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	*Previous Grades:* W.3.5	*Future Grades:* W.5.5

Clarification Statement	Vocabulary for Teacher Development
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.	● **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. ● **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 ● **prewriting:** The planning that occurs before writing including brainstorming and thinking maps.

Students Who Demonstrate Understanding Can...

- use prewriting strategies to develop ideas.
- develop and strengthen their writing through planning, revising and editing.
- analyze the suggestions given and decide how to revise or edit based on those suggestions.
- compose a piece of writing by going through the writing process of prewriting (planning), writing, revising, and editing.

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

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W.4.6

	Anchor Standard: Writing *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Production and Distribution of Writing**

Standard	**Vertical Alignment**	
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.	*Previous Grades:* W.2.6, 3.6	*Future Grades:* W.5.6, 6.6

Clarification Statement	**Vocabulary for Teacher Development**
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.	● **digital tools:** 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. ● **interact:** to act in such a manner as to influence another ● **publish:** 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

Students Who Demonstrate Understanding Can...

- students use technology to produce and publish their writing.
- using keyboarding skills, students are able to produce a page of writing in a single setting.

W.4.7

Anchor Standard: Writing
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*Previous Grades:* W.2.7, 3.7	*Future Grades:* W.5.7, 6.7

Clarification Statement	Vocabulary for Teacher Development
Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic.	● **topic:** the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- cite all sources for information that they gather.
- organize information in a logical manner to share research.
- use paraphrased portions of research to support their writing.
- create a research project based on information gained through investigation of a topic.

W.4.8

⚓	**Anchor Standard: Writing** *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

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.	*Previous Grades:* W.2.8, 3.8	*Future Grades:* 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.	● **digital sources:** 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

Students Who Demonstrate Understanding Can...

- summarize or paraphrase information
- write notes from various sources of information.
- create a list of sources from information I have gathered

W.4.9

	Anchor Standard: Writing
⚓	*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Grade	CCSS Domain	CCSS Strand
4	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	*Previous Grades:* N/A	*Future Grades:* W.5.9, 6.9

Clarification Statement	Vocabulary for Teacher Development
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. 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.	● **analysis:** the process of studying or examining something in an organized way to learn more about it. ● **evidence:** one or more reasons for believing that something is or is not true ● **reflection:** serious thought or consideration

Students Who Demonstrate Understanding Can...

● create written responses that are supported by text evidence to show analysis, reflection, and/or research skills and understanding.

- 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

Anchor Standard: Writing
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.

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.	*Previous Grades:* W.3.10	*Future Grades:* W.5.10, 6.10

Clarification Statement	Vocabulary for Teacher Development
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. 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.	• **audience:** the people or groups for which the writing is being written for • **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) • **routinely:** as part of a regular procedure rather than for a special reason • **task:** type of writing assignment

Students Who Demonstrate Understanding Can...

- write a variety of writing pieces throughout the school year in various genres.
- engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.
- write across genres.