Main Criteria: Frontiers in Writing

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 03: Unit 2 Writing from Notes, p. 29-34

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.

PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PERFORMANC E STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

PERFORMANC E STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANC E STANDARD / INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC E STANDARD / INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
PERFORMANC E STANDARD / INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANC E STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
PERFORMANCE STANDARD / INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANC E STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANC E STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 15: Unit 5 Writing from Pictures, p.123-130

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
STRAND / CONTENT STANDARD	NM.W.5.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / CONTENT STANDARD	NM.W.5.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC E STANDARD / INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

PERFORMANCE STANDARD / INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.

PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.SL.5.	**Speaking and Listening Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD	NM.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 20: Unit 7 Inventive Writing, p. 165-172

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 21: Unit 7 Inventive Writing, p. 173-180

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c .	Grade 5 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 22: Unit 7 Inventive Writing, p. 181-188

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANC E STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANC E STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.5.	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PERFORMANC E STANDARD / INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

> Lesson 23: Unit 7 Inventive Writing, p. 189-196

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c.	Grade 5 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c .	Grade 5 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANC E STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 27: Unit 9 Formal Critique, p. 223-232

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANC E STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PERFORMANC E STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANC E STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 28: Unit 9 Formal Critique, p. 233-240

New Mexico Content Standards

Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RL.5.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	**NM.RI.5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	**NM.RF.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANC E STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
PERFORMANCE STANDARD / INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
PERFORMANCE STANDARD / INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
PERFORMANCE STANDARD / INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANC E STANDARD / INDICATOR	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
PERFORMANC E STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

PERFORMANC E STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 29: Unit 9 Formal Critique, p. 241-248

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANC E STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.

PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANCE STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 30: Unit 9 Formal Critique, p. 249-261

New Mexico Content Standards

Language Arts

Grade **5** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
PERFORMANCE STANDARD / INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
PERFORMANCE STANDARD / INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
PERFORMANCE STANDARD / INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
PERFORMANCE STANDARD / INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / CONTENT STANDARD	**NM.W.5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
PERFORMANC E STANDARD / INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / CONTENT STANDARD	**NM.SL.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	**NM.L.5.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
PERFORMANCE STANDARD / INDICATOR	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).