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

Subject: Language Arts

Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

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
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 / ST ANDARD		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
CONTENT	NM.RI.5.	Reading Standards for Informational Text Integration of Knowledge and Ideas
CONTENT STANDARD BENCHMARK /	NM.RI.5. RI.5.8.	-
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	RI.5.8.	Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	RI.5.8.	Integration of Knowledge and Ideas 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 / NM.RF.5. Reading Standards: Foundational Skills CONTENT STANDARD

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / 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.
ST RAND / CONT ENT ST ANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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 W.5.8. E STANDARD / BENCHMARK / PROFICIENCY

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.

ST RAND / CONT ENT ST ANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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
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 /		Range of Writing

STANDARD		Kange 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 /	NM.SL.5.	Speaking and L	istening Standards
CONTENT			
STANDARD			

BENCHMARK / ST ANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / 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 / ST ANDARD		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.SL.5.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Vocabulary Acquisition and Use

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).

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

New Mexico Content Standards Language Arts

Grade 5 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK /		Key Ideas and Details

PERFORMANC	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
E STANDARD /	14.0.2.	
BENCHMARK /		
PROFICIENCY		

STRAND / CONTENT STANDARD

STANDARD

BENCHMARK / ST ANDARD		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 Inforr	national ⁻	Text

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 /		Range of Reading and Level of Text Complexity

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

BENCHMARK / ST ANDARD		Fluency
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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
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
PERFORMANC E ST ANDARD / 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	SL 5 1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the

PERFORMANCESL.5.1(c)Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the
remarks of others.

INDICATOR

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.SL.5.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR

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

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

PERFORMANCE 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. STANDARD / INDICATOR

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

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).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

New Mexico Content Standards Language Arts Grade 5 - Adopted: 2012

STRAND /
STRAND /
BENCHMARK /
PROFICIENCYNM.RI.5.Reading Standards for Informational TextBEARCHMARK /
STANDARD /
PROFICIENCYKey Ideas and DetailsDetermine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND /
CONTENT
STANDARD

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

STANDARD

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 / ST ANDARD		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.

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STRAND / NM.RF.5. Reading Standards: Foundational Skills
CONTENT
STANDARD
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BENCHMARK / ST ANDARD		Fluency
PERFORMANC E ST ANDARD / 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	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / INDICATOR

STANDARD

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

PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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

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 / ST ANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		Expand combine and reduce sentences for meaning reader/listener interest and style

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD /

INDICATOR

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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	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.

STANDARD / INDICATOR

NM.L.5

STRAND / CONTENT **STANDARD**

5. Language Sta	ndards
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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).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

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 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 E STANDARD / respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. BENCHMARK / PROFICIENCY

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

STRAND /
CONTENT
STANDARD

STANDARD

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

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

INDICATOR

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / ST AND ARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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		Research to Build and Present 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
CONTENT	NM.W.5.	Writing Standards Range of Writing
CONTENT STANDARD BENCHMARK /	NM.W.5. W.5.10.	•
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.5.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONTENT STANDARD BENCHMARK / STANDARD / BERCHMARK / PROFICIENCY STRAND / CONTENT	W.5.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	1 = 2(0)	Shall grade appropriate words correctly consulting references as peeded

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE STANDARD / INDICATOR	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Vocabulary Acquisition and Use

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / ST ANDARD		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

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / INDICATOR

STANDARD

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK /		Research to Build and Present Knowledge

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 PERFORMANCE
 W.5.9(a)
 Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or

 STANDARD /
 events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

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 events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c	Grade 5 students will apply digital tools to gather, evaluate, and use information.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR PERFORMANCE L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. STANDARD / INDICATOR

STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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.
ST RAND / CONT ENT ST ANDARD	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).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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 /	NM RL 5	Reading Standards for Literature

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

BENCHMARK / STANDARD	Craft and Structure
JIANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

PERFORMANCE W.5.3(e) Provide a conclusion that follows from the narrated experiences or events. STANDARD / INDICATOR

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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		Research to Build and Present 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
 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.

 BENCHMARK /
 PROFICIENCY

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards			
BENCHMARK / STANDARD		Comprehension and Collaboration			
PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards			
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas			
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.			
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards			
BENCHMARK / STANDARD		Conventions of Standard English			
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

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

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

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L E 2(o)	Shall grade appropriate words correctly consulting references as peeded

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE STANDARD / INDICATOR	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Vocabulary Acquisition and Use

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

New Mexico Content Standards Language Arts

Grade 5 - Adopted: 2012

		Grade 5 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Key Ideas and Details
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 /	NM.RI.5.	Reading Standards for Informational Text

CONTENT STANDARD

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

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

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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 / NM.W.5. Writing Standards CONTENT STANDARD

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCEW.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]").INDICATOR

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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
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 /	NM.SL.5.	Speaking and Listening Standards

CONTENT STANDARD

PERFORMANC E ST ANDARD / 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.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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Conventions of Standard English

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE	1 5 2(e)	Snell grade-appropriate words correctly, consulting references as needed

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD /

INDICATOR

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

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

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

STANDARD

STANDARD		
BENCHMARK / ST AND ARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK /		Research to Build and Present Knowledge

PERFORMANC W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize E STANDARD / or paraphrase information in notes and finished work, and provide a list of sources. **BENCHMARK /** PROFICIENCY NM.W.5. Writing Standards STRAND / CONTENT **STANDARD BENCHMARK / Research to Build and Present Knowledge STANDARD** PERFORMANC W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. E STANDARD / **BENCHMARK /** PROFICIENCY PERFORMANCE 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]"). STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
	NM.W.5. b.	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.

PERFORMANC NM.W.5.c Grade 5 students will apply digital tools to gather, evaluate, and use information. E STANDARD / . BENCHMARK / PROFICIENCY

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

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
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 / NM.L.5. Language Standards CONTENT STANDARD

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

STANDARD / INDICATOR

NM.L.5. Language Standards

STRAND / CONTENT STANDARD

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

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD /

INDICATOR

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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	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.

STANDARD / INDICATOR

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

BENCHMARK /		Veesbulery Acquisition and Use
ST AND ARD		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).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		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
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 / ST ANDARD		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 / ST ANDARD		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

0174107410		
BENCHMARK / ST ANDARD		Fluency
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.

PERFORMANC	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
E STANDARD /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
BENCHMARK /		minimum of two pages in a single sitting.
PROFICIENCY		

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / ST ANDARD		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 /	NM.W.5.	Writing Standards
CONTENT		
STANDARD		

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

 PERFORMANCE
 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]").

 INDICATOR
 Standards

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

BENCHMARK / ST ANDARD		Research to Build and Present Knowledge
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 /	NM.W.5.c	Grade 5 students will apply digital tools to gather, evaluate, and use information.

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

PROFICIENCY

BENCHMARK / ST AND ARD		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.

BENCHMARK /		Comprehension and Collaboration
ST ANDARD PERFORMANC E ST ANDARD / 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.
ST RAND / CONT ENT ST AND ARD	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.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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

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New Mexico Content Standards

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Language Arts

		Grade 5 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
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 / ST ANDARD		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 /	NM.RI.5.	Reading Standards for Informational Text
CONTENT		

STANDARD

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

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

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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
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
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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
STANDARD /		
INDICATOR		

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

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

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

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD /

INDICATOR

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

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

STANDARD

BENCHMARK /	Vocabulary Acquisition and Use
STANDARD	

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY

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).

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

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
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 / ST ANDARD		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 / ST ANDARD		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.

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

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c	Grade 5 students will apply digital tools to gather, evaluate, and use information.
ST RAND / CONT ENT ST AND ARD	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
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
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
STANDARD /		
INDICATOR		

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

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

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

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

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

BENCHMARK / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD /

INDICATOR

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

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

STANDARD

BENCHMARK /	Vocabulary Acquisition and Use
STANDARD	

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

New Mexico Content Standards

Language Arts Grade 5 - Adopted: 2012

		Grade 5 - Adopted: 2012
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
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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.
	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / INDICATOR

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

BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
ST RAND / CONT ENT ST ANDARD	NM.W.5.	Writing Standards
BENCHMARK / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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		Research to Build and Present 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

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 / NM.L.5. Language Standards CONTENT STANDARD

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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(c)	Use verb tense to convey various times, sequences, states, and conditions.
PERFORMANCE STANDARD / INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
CONTENT	NM.L.5.	Language Standards Conventions of Standard English
CONTENT STANDARD BENCHMARK /	NM.L.5.	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.5.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STANDARD BENCHMARK / STANDARD / PERFORMANC BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.5.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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.
DEDEODMANCE		

PERFORMANCE 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. STANDARD / INDICATOR

STRAND /
CONTENT
STANDARDNM.L.5.Language StandardsBENCHMARK /
STANDARDVocabulary Acquisition and UsePERFORMANC
E STANDARD /
BENCHMARK /
PROFICIENCYL.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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

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.

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

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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

PERFORMANC E ST ANDARD / 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 / ST ANDARD		Text Types and Purposes
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
 W.5.5.
 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

 E STANDARD /
 editing, rewriting, or trying a new approach.

 BENCHMARK /

PERFORMANCW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing asE STANDARD /well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type aBENCHMARK /minimum of two pages in a single sitting.PROFICIENCY

PROFICIENCY

BENCHMARK /		Research to Build and Present Knowledge
STANDARD		
PERFORMANC E 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.
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
PERFORMANC E ST ANDARD / 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
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
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

PERFORMANCING SLS.2. Summarize a written text read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, ep			
CONTENT Strandards Presentation of Knowledge and Ideas BENCHMARK / STANDAR NM SLS. Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text. STANDAR b. b. BENCHMARK / PROFICIENCY NM SLS. Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text. STRADAR D. Students will orally compare and contrast accounts of the same event and text. STRADAR NM LS. Language Standards CONVENT Strandard Conventions of Standard English PERFORMARCE LS.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. PERFORMARCE LS.1(a) Explain the function of conjunctions, prepositions, and interjunctions in general and their function in particular sontences. STANDARD / INDICATOR LS.1(a) Recognize and correct inappropriate shifts in write tense. STANDARD / INDICATOR LS.1(a) Recognize and correct inappropriate shifts in write tense. STANDARD / INDICATOR LS.2(a) Conventions of Standard English STANDARD / INDICATOR LS.2(a) Speeling when writing. PERFORMANCE STANDARD / INDICATOR LS.2(a) <td>E STANDARD / BENCHMARK /</td> <td>SL.5.2.</td> <td></td>	E STANDARD / BENCHMARK /	SL.5.2.	
STANDARD NM.SL5. Grade 3, 4, and 5 students will onally compare and contrast accounts of the same event and text. STANDARD / NM.L5. Language Standards STANDARD / Conventions of Standard English PERFORMARK / Sendentards Sendentards STANDARD / L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. PERFORMANCE L5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. STANDARD / L5.1(b) Recognize and correct inappropriate shifts in verb tense. STANDARD / L5.1(c) Conventions of Standard English STANDARD / L5.1(c) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANCE L5.1(c) Conventions of Standard English Standard English capitalization, punctuation, and spelling when writing. STANDARD / L5.2(c) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMANCE L5.2(c) </td <td>CONTENT</td> <td>NM.SL.5.</td> <td>Speaking and Listening Standards</td>	CONTENT	NM.SL.5.	Speaking and Listening Standards
E STANDARD / PROFICIENCY b. STRAND / PROFICIENCY N.L.5. Laguage Standards STANDARD / STANDARD Coventions of Standard English BENCHMARK / STANDARD / BENCHMARK / BENCHMA			Presentation of Knowledge and Ideas
CONTENT STANDARD Conventions of Standard English BENCHMARK / STANDARD Conventions of Standard English PERFORMANC ESTANDARD L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or Benchmark / PROFICIENCY Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. PERFORMANCE INDICATOR L5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. PERFORMANCE INDICATOR L5.1(a) Recognize and correct inappropriate shifts in verb tense. STANDARD NML.5. Language Standards STANDARD Conventions of Standard English PERFORMARK / INDICATOR Conventions of Standard English STANDARD Conventions of Standard English STANDARD L5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PERFORMARC FUNCTION STANDARD L5.2: Demonstrate correctly, consulting references as needed. STANDARD / STANDARD / STANDARD Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STANDARD / STANDARD Spell grade-appropriate words correctly, consulting references as needed.	E STANDARD / BENCHMARK /		Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
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CONTENT STANDARD Knowledge of Language BENCHMARK / STANDARD Knowledge of Language PERFORMANC E STANDARD / BENCHMARK / L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STANDARD /	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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E STANDARD / BENCHMARK /			Knowledge of Language
	E STANDARD / BENCHMARK /	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 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. STANDARD / INDICATOR

STRAND /
CONTENT
ANDARDNM.L.5.Language StandardsBENCHMARK /
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E STANDARD /
BENCHMARK /
PROFICIENCYL.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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

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 /	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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

PERFORMANC E ST ANDARD / 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 / ST ANDARD		Text Types and Purposes
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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
 W.5.5.
 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

 E STANDARD /
 editing, rewriting, or trying a new approach.

 BENCHMARK /

PERFORMANCW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing asE STANDARD /well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type aBENCHMARK /minimum of two pages in a single sitting.PROFICIENCY

PROFICIENCY

BENCHMARK /		Research to Build and Present Knowledge
STANDARD		
PERFORMANC E 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.
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
PERFORMANC E ST ANDARD / 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
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
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

PERFORMANCING SLS.2. Summarize a written text read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, without exist read aloud or information presented in diverse media and formatis, including visually, epidenciana, ep						
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ST ANDARD PERFORMANC E ST ANDARD / BENCHMARK /	CONTENT	NM.L.5.	Language Standards			
E STANDARD / BENCHMARK /			Knowledge of Language			
	E STANDARD / BENCHMARK /	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 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. STANDARD / INDICATOR

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BENCHMARK /
PROFICIENCYL.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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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.

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

STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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.
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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

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

BENCHMARK / ST ANDARD		Text Types and Purposes			
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
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.			

PERFORMANC	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
E STANDARD /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
BENCHMARK /		minimum of two pages in a single sitting.
PROFICIENCY		

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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.
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
PERFORMANC E ST ANDARD / 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
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

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.
ST RAND / CONT ENT ST AND ARD	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.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	$I \in 1(a)$	Evaluin the function of equivariance propositions, and interjections in general and their function in particular

PERFORMANCE L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
STANDARD /	sentences.
INDICATOR	

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

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

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ST RAND / CONT ENT ST AND ARD NM.L.5. Language Standards

STANDARD		
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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 / ST ANDARD		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).
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		New Mexico Content Standards Language Arts Grade 5 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD /	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.

STANDARD / INDICATOR

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(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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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
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 / ST ANDARD		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
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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		Knowledge of Language

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152	
	New Mexico Content Standards Language Arts Grade 5 - Adopted: 2012		
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards	
BENCHMARK / ST ANDARD		Text Types and Purposes	
PERFORMANC E ST ANDARD / 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(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 / ST ANDARD		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.	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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
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
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 / ST ANDARD		Conventions of Standard English
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE L.5.1(a) STANDARD / INDICATOR	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
PERFORMANCE L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

STANDARD / INDICATOR

STRAND / NM.L.5. Language Standards CONTENT

STANDARD

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

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

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

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR

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STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

STANDARD		
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
ST RAND / CONT ENT ST AND ARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present 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
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 / NM.L.5. Language Standards CONTENT STANDARD

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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).

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

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STRAND / CONTENT STANDARD

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

STANDARD

BENCHMARK / ST ANDARD		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.
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 / NM.RI.5. Reading Standards for Informational Text CONTENT STANDARD

BENCHMARK / ST ANDARD		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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ST RAND / CONT ENT ST AND ARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		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.
ST RAND / CONT ENT ST ANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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 W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. STANDARD / INDICATOR

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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.
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
PERFORMANC E 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]").

ST RAND / CONTENT ST ANDARD NM.W.5. Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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
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
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.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Vocabulary Acquisition and Use

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

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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.
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.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STRAND / CONTENT STANDARD

STANDARD		
BENCHMARK / ST ANDARD		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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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 /	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 / NM.RF.5. Reading Standards: Foundational Skills CONTENT STANDARD

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD /	RF.5.4(a)	Read on-level text with purpose and understanding.

INDICATOR

PROFICIENCY

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

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

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

 PERFORMANCE
 W.5.2(a)
 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

 STANDARD /
 formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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.

 PERFORMANC
 W.5.8.
 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

 E STANDARD /
 or paraphrase information in notes and finished work, and provide a list of sources.

 BENCHMARK /
 PROFICIENCY

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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
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
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.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Vocabulary Acquisition and Use

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

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New Mexico Content Standards Language Arts

Grade 5 - Adopted: 2012

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E STANDARD /	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E STANDARD / BENCHMARK / PROFICIENCY

STRAND / CONTENT STANDARD

STANDARD		
BENCHMARK / ST ANDARD		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).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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 /	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 / NM.RF.5. Reading Standards: Foundational Skills CONTENT STANDARD

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD /	RF.5.4(a)	Read on-level text with purpose and understanding.

INDICATOR

PROFICIENCY

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

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

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

 PERFORMANCE
 W.5.2(a)
 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

 STANDARD /
 formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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.

 PERFORMANC
 W.5.8.
 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

 E STANDARD /
 or paraphrase information in notes and finished work, and provide a list of sources.

 BENCHMARK /
 PROFICIENCY

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
ST RAND / CONT ENT ST AND ARD	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
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.
ST RAND / CONT ENT ST AND ARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARO L.S.(d) Recognize and correct imppropriate shifts in yeth tense. STANDARO Nu.L.s. Laguage Standards STANDARO Nu.L.s. Conventions of Standard English BENCHMARK / Important Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and PERFORMANCE BENCHMARK / L.S.(d) Demonstrate command of the conventions of standard English capitalization, punctuation, and PERFORMANCE BENCHMARK / L.S.(d) Spelling when writing. STANDARO STANDARO // BENCHMARK / L.S.(d) Spelling when writing. STANDARO // BENCHMARK / L.S.(d) Spelling when writing. STANDARO // BENCHMARK / L.S.(d) Spelling when writing. STANDARO // STANDARO // STANDARO // BENCHMARK / L.S.(d) Spelling when writing. STANDARO // STANDARO // STANDARO // STANDARO // STANDARO // STANDARO // STANDARO // SPERFORMANCE L.S.(d) Spelling when writing. STANDARO // STANDARO // STANDARO // STANDARO // STANDARO // SPERFORMANCE L.S.(d) Spelling when writing. STANDARO // STANDARO // STANDARO // SPERFORMANCE L.S.(d) Spelling when writing. STANDARO // STANDARO // STANDARO // SPERFORMANCE LS	PERFORMANCE STANDARD / INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STANDARD Conventions of Standard English BENCHMARK / STANDARD Conventions of Standard English PERFORMANCE STANDARD / BROFICIENCY L5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spling when writing. PERFORMANCE STANDARD / INDICATOR L5.2. Spling add-appropriate worlds correctly, consulting references as needed. STANDARD / INDICATOR NM.L.5. Language Standards STANDARD / INDICATOR NM.L.5. Language Standards STANDARD / INDICATOR Knowledge of Language Knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMANCE STANDARD / INDICATOR L5.3. Expand, combine, and reduce sembnoes for meaning, reader/listener interest, and style. STANDARD / INDICATOR NM.L.5. Language Standards STANDARD / INDICATOR Vocabulary Acquisition and Use PERFORMANCE STANDARD / INDICATOR L5.4. Betermine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade BENCHMARK / INDICATOR PERFORMANCE STANDARD / INDICATOR L5.4. Betermine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade BENCHMARK / INDICATOR PERFORMANCE STANDARD / INDICATOR L5.4. Betermine or clarify	STANDARD /	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STANDARD Image: Content of the conventions of standard English capitalization, punctuation, and performance of standard English capitalization, punctuation, and performance of standard English capitalization, punctuation, and performance of standard Inglish capitalization, punctuation, and performance of strategies. PERFORMANCE STANDARD / INCLATOR NL.5. Language Standards STANDARD / INDICATOR NL.5. Language Standards STANDARD / INDICATOR NL.5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade STANDARD / INDICATOR STANDARD / INDICATOR L.5.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade STANDARD	CONTENT	NM.L.5.	Language Standards
E STANDARD / PROFICIENCY Spelling when writing. PERFORMANCE STANDARD / INDICATOR L5.2(e) Spell grade-appropriate words correctly, consulting references as needed. STANDARD / INDICATOR NM.L.S. Language Standards STRAND / CONTENT STANDARD NM.L.S. Language Standards PERFORMARCE STANDARD Knowledge of Language Performance PERFORMARCE STANDARD L5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMARCE STANDARD / PROFICIENCY L5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR NM.L.S. Language Standards STRAND / PROFICIENCY Vocabulary Acquisition and Use STRANDARD / INDICATOR L5.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR L5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / INDICATOR NM.L.5. Language Standards STANDARD / INDICATOR Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <t< td=""><td></td><td></td><td>Conventions of Standard English</td></t<>			Conventions of Standard English
STANDARD / INDICATOR NML.S. Language Standards STANDARD / STANDARD / STANDARD / BENCHMARK / STANDARD / PROFICIENCY Model Conventions when writing, speaking, reading, or listening. BENCHMARK / STANDARD / PROFICIENCY L.S.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMANCE LS.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR NML.S. Language Standards STANDARD / INDICATOR L.S.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR NML.S. Language Standards STANDARD / INDICATOR Vocabulary Acquisition and Use PERFORMANCE LS.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade for strategies. BENCHMARK / PROFICIENCY LS.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / INDICATOR NML.S. Language Standards STEAD / STANDARD / INDICATOR Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / INDICATOR Vocabulary Acquisition and Use BENCHMARK / INDICATOR Vocabulary Acquisitio	E STANDARD / BENCHMARK /	L.5.2.	
CONTENT Knowledge of Language BENCHMARK / Knowledge of Language PERFORMANC L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMANCE L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR NM.L.5. Language Standards STANDARD / NM.L.5. Language Standards STANDARD / Vocabulary Acquisition and Use PERFORMANCE L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE L.5.4. Determine or clarify the meaning of unknown and multiple-meaning of a word or phrase. STANDARD / M.L.5. Language Standards STANDARD / 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.	STANDARD /	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD L5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMANCE E STANDARD / PROFICIENCY L5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. PERFORMANCE STANDARD / INDICATOR L5.3.(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STRAND / INDICATOR NM.L5. Language Standards STRAND / CONT ENT' STANDARD Vocabulary Acquisition and Use PERFORMANCE E STANDARD / PERFORMANCE E STANDARD / PROFICIENCY 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 E STANDARD / PROFICIENCY L5.4.(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STRAND / INDICATOR NM.L5. Language Standards STRAND / INDICATOR NM.L5. Language Standards STRAND / INDICATOR NM.L5. Language Standards BENCHMARK / Vocabulary Acquisition and Use Vocabulary Acquisition and Use	CONTENT	NM.L.5.	Language Standards
E ST ANDARD / PROFICIENCY Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. STANDARD / INDICATOR NMLL5. Language Standards STRANDARD Vocabulary Acquisition and Use PERFORMANCE E ST ANDARD L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE E ST ANDARD L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE E ST ANDARD L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade PERFORMANCE BENCHMARK / PROFICIENCY L.5.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STRAND / INDICATOR NML.5. Language Standards STRAND / CONTENT STANDARD NML.5. Language Standards BENCHMARK / Vocabulary Acquisition and Use			Knowledge of Language
STANDARD / INDICATOR NM.L.5. Language Standards STRAND / CONTENT STANDARD NM.L.5. Language Standards BENCHMARK / STANDARD Vocabulary Acquisition and Use PERFORMANC E 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 E STANDARD / PROFICIENCY 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. STANDARD / INDICATOR NM.L.5. Language Standards BENCHMARK / CONTENT STANDARD Vocabulary Acquisition and Use	E STANDARD / BENCHMARK /	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD Vocabulary Acquisition and Use BENCHMARK / STANDARD Vocabulary Acquisition and Use PERFORMANC E 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 / INDICATOR NM.L.5. Language Standards BENCHMARK / Vocabulary Acquisition and Use	STANDARD /	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD Image: Standards in the standards in the standards in the standard in t	CONTENT	NM.L.5.	Language Standards
E ST ANDARD / S reading and content, choosing flexibly from a range of strategies. PERFORMARK / PROFICIENCY Vertice 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. STANDARD / INDICATOR STRAND / NM.L.5. Language Standards BENCHMARK / Vocabulary Acquisition and Use			Vocabulary Acquisition and Use
STANDARD / INDICATOR NM.L.5. Language Standards STRAND / CONTENT STANDARD NM.L.5. Language Standards BENCHMARK / Vocabulary Acquisition and Use	E STANDARD / BENCHMARK /	L.5.4.	
CONTENT STANDARD BENCHMARK / Vocabulary Acquisition and Use	STANDARD /	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.
	CONTENT	NM.L.5.	Language Standards
			Vocabulary Acquisition and Use

PERFORMANC L.5.6. E STANDARD / BENCHMARK / PROFICIENCY 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).

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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		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / ST ANDARD		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 /		Fluency

STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

PERFORMANCE RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / INDICATOR

STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANCE	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / INDICATOR

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 PERFORMANCE
 W.5.9(a)
 Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or

 STANDARD /
 events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

 INDICATOR
 events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c	Grade 5 students will apply digital tools to gather, evaluate, and use information.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
ST RAND / CONT ENT ST AND ARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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 / ST ANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD /		
INDICATOR		

PERFORMANCE L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. STANDARD / INDICATOR

STRAND / NM.L.5. Language Standards CONTENT

ST	AN	DA	R)

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

PERFORMANCE 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. STANDARD / INDICATOR

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

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).

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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 /	NM RL 5	Reading Standards for Literature

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

BENCHMARK / STANDARD	Craft and Structure
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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
PERFORMANC E ST ANDARD / 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
PERFORMANC E 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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

PERFORMANCE W.5.3(e) Provide a conclusion that follows from the narrated experiences or events. STANDARD / INDICATOR

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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		Research to Build and Present 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 W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E STANDARD / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. BENCHMARK / PROFICIENCY

STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards	
BENCHMARK / STANDARD		Comprehension and Collaboration	
PERFORMANC E ST ANDARD / 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.SL.5.	Speaking and Listening Standards	
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.5. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards	
BENCHMARK / STANDARD		Conventions of Standard English	
PERFORMANC E 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
PERFORMANC E ST ANDARD / 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		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E STANDARD / BENCHMARK /		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.5.3(a)	
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR ST RAND / CONT ENT	L.5.3(a) L.5.3(b)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR ST RAND / CONT ENT ST ANDARD BENCHMARK /	L.5.3(a) L.5.3(b)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Language Standards

RAND / NM.L.5. Language Standards

STRAND / CONTENT STANDARD

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).
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		New Mexico Content Standards
		Language Arts
		Grade 5 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC	RI 5 4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

 PERFORMANC
 RI.5.4.
 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

 E STANDARD /
 topic or subject area.

 BENCHMARK /
 PROFICIENCY

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
E STANDARD /		editing, rewriting, or trying a new approach.
BENCHMARK /		
PROFICIENCY		

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

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

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 / NM.L.5. Language Standards CONTENT STANDARD

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).