

**Main Criteria:** New Mexico Content Standards  
**Secondary Criteria:** Rising Star Studios  
**Subjects:** Health and PE, Language Arts, Social Studies  
**Grades:** 5, 6  
**Correlation Options:** Show Correlated

**New Mexico Content Standards  
Health and PE**

Grade: 5 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.2:	Describe the interrelationship of mental, emotional, social and physical health during adolescence:
PERFORMANCE STANDARD / INDICATOR	1.2:4.	Identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and  <u>Rising Star Studios</u> Responsibility
PERFORMANCE STANDARD / INDICATOR	1.2:5.	Describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.  <u>Rising Star Studios</u> Willpower
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.6:	Describe ways to reduce risks related to adolescent health issues:
PERFORMANCE STANDARD / INDICATOR	1.6:1.	Identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;  <u>Rising Star Studios</u> Obedience
PERFORMANCE STANDARD / INDICATOR	1.6:2.	Identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and  <u>Rising Star Studios</u> Obedience
PERFORMANCE STANDARD / INDICATOR	1.6:3.	Identify ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, etc.).  <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.7:	Explain how health care can prevent premature death and disability:

PERFORMANCE STANDARD / INDICATOR	1.7:1.	Identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and  <u>Rising Star Studios</u> Resourcefulness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.2:	Analyze a personal health assessment to determine health strengths and risks:
PERFORMANCE STANDARD / INDICATOR	3.2:1.	Determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and  <u>Rising Star Studios</u> Self-Control
PERFORMANCE STANDARD / INDICATOR	3.2:2.	Identify health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition log, youth-reported data for risk and resiliency factors, etc.).  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.3:	Distinguish between safe and risky or harmful behavior in relationships:
PERFORMANCE STANDARD / INDICATOR	3.3:2.	Identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.  <u>Rising Star Studios</u> Consideration Friendliness Friendship Selflessness Tolerance
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.5:	Develop injury prevention and management strategies for personal and family health:
PERFORMANCE STANDARD / INDICATOR	3.5:3.	Describe skills related to personal safety in the areas of physical, emotional or sexual abuse.  <u>Rising Star Studios</u> Resourcefulness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.4.	Students will analyze the influence of culture, media, technology and other factors on health. Students will:
PERFORMANCE STANDARD /	4.1:	Describe the influence of cultural beliefs on health behaviors and the use of health services:

BENCHMARK / PROFICIENCY		
PERFORMANCE STANDARD / INDICATOR	4.1:4.	Compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.  <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.6.	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.6:	Develop a plan that addresses personal strengths, needs and health risks:
PERFORMANCE STANDARD / INDICATOR	6.6:1.	Identify personal strengths, needs and health risks; and  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.7.	Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.3:	Identify barriers to effective communication of information, ideas, feelings and opinions about health issues:
PERFORMANCE STANDARD / INDICATOR	7.3:1.	Describe barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and demonstrate ways to overcome those barriers.  <u>Rising Star Studios</u> Independence
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.2.	Applies movement concepts and principles to the learning and development of motor skills. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.1:	Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement:
PERFORMANCE STANDARD / INDICATOR	2.1:1.	Describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay up versus three-point shot; track: long distance run versus sprint, etc.).  <u>Rising Star Studios</u> Self-Reliance
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.1:	Select and utilize safety principles in physical activity settings. Students will:
PERFORMANCE STANDARD / INDICATOR	5.1:1.	Use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);  <u>Rising Star Studios</u> Obedience
PERFORMANCE STANDARD / INDICATOR	5.1:2.	Follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance

		and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.); and  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance Sportsmanship
PERFORMANCE STANDARD / INDICATOR	5.1:3.	Follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.).  <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.2:	Exhibit appropriate personal and group conduct while engaging in physical activity:
PERFORMANCE STANDARD / INDICATOR	5.2:1.	Identify a bullying situation and respond appropriately (i.e., refer to specific district "bully proofing" programs/parameters, go to a safe adult when in an unsafe situation, etc.);  <u>Rising Star Studios</u> Kindness Peacefulness
PERFORMANCE STANDARD / INDICATOR	5.2:3.	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.).  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.3:	Recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:
PERFORMANCE STANDARD / INDICATOR	5.3:1.	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);  <u>Rising Star Studios</u> Self-Control
PERFORMANCE STANDARD / INDICATOR	5.3:2.	Recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);  <u>Rising Star Studios</u> Kindness Peacefulness
PERFORMANCE STANDARD / INDICATOR	5.3:3.	List coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);  <u>Rising Star Studios</u> Kindness Peacefulness
PERFORMANCE STANDARD / INDICATOR	5.3:5.	Identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.); and

		<u>Rising Star Studios</u> Sportsmanship
PERFORMANCE STANDARD / INDICATOR	5.3:6.	Demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.).  <u>Rising Star Studios</u> Sportsmanship
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.4:	Work cooperatively with a group to achieve group goals:
PERFORMANCE STANDARD / INDICATOR	5.4:1.	Explain aspects of cooperative activities;  <u>Rising Star Studios</u> Cooperation
PERFORMANCE STANDARD / INDICATOR	5.4:2.	Participate positively in team building/cooperative activities;  <u>Rising Star Studios</u> Cooperation
PERFORMANCE STANDARD / INDICATOR	5.4:3.	Apply listening skills;  <u>Rising Star Studios</u> Cooperation
PERFORMANCE STANDARD / INDICATOR	5.4:6.	Explain what it means to be a good team player; and  <u>Rising Star Studios</u> Sportsmanship
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.1:	Identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:
PERFORMANCE STANDARD / INDICATOR	6.1:1.	Identify/explain the role of games, sports and dance in getting to know and understand various cultures; and  <u>Rising Star Studios</u> Tolerance Uniqueness
PERFORMANCE STANDARD / INDICATOR	6.1:2.	Distinguish the differences between varying cultures and their "native" sports/activities.  <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.2:	Acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:
PERFORMANCE STANDARD / INDICATOR	6.2:2.	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;  <u>Rising Star Studios</u> Tolerance Uniqueness

PERFORMANCE STANDARD / INDICATOR	6.2:4.	Describe the social dynamics that occur when peers participate with partners in cooperative activities.  <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.3:	Identify the social benefits of participation in physical activity. Students will:
PERFORMANCE STANDARD / INDICATOR	7.3:1.	Identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);  <u>Rising Star Studios</u> Fairness Obedience Sportsmanship
PERFORMANCE STANDARD / INDICATOR	7.3:2.	Appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.); and  <u>Rising Star Studios</u> Self-Reliance
PERFORMANCE STANDARD / INDICATOR	7.3:3.	Sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.).  <u>Rising Star Studios</u> Confidence Self-Acceptance
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.4:	Practice and demonstrate physical activity as a vehicle for self-expression:
PERFORMANCE STANDARD / INDICATOR	7.4:4.	Exhibit appropriate protocol during dance, fine arts or other physical activity events.  <u>Rising Star Studios</u> Dependable Responsibility Self-Control Self-Reliance Sportsmanship

## New Mexico Content Standards

### Language Arts

Grade: 5 - Adopted: 2012

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

STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  <u>Rising Star Studios</u> Helpfulness
STRAND / CONTENT STANDARD	NM.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RF.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.5.4 (a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
PERFORMANCE STANDARD / INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  <u>Rising Star Studios</u> Punctuality
PERFORMANCE STANDARD / INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
PERFORMANCE STANDARD / INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  <u>Rising Star Studios</u> Punctuality
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
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.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness



		Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.5.3(a)</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.5.3(b)</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready

		Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
PERFORMANCE STANDARD / INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance

		Trustworthiness Truthfulness Uniqueness Willpower Wisdom
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <u>Rising Star Studios</u> Caring Determination
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  <u>Rising Star Studios</u>

		Confidence
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
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]").  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.b	Grade 5 students will gather relevant information from multiple sources, including oral knowledge.  <u>Rising Star Studios</u> Confidence
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.c	Grade 5 students will apply digital tools to gather, evaluate, and use information.  <u>Rising Star Studios</u> Confidence
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.5.d	Grade 5 students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  <u>Rising Star Studios</u> Citizenship Imaginative Resourcefulness
STRAND / CONTENT STANDARD	NM.W.5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness

		Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.5.1.</b>	<b>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.</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>SL.5.1(a)</b>	<b>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.</b>  <u><b>Rising Star Studios</b></u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic

Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

**PERFORMANCE  
 STANDARD /  
 INDICATOR**

SL.5.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

Rising Star Studios  
 Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism

		Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>SL.5.1(c)</b>	<p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><u>Rising Star Studios</u></p> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance

		<p>Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p>PERFORMANCE STANDARD / INDICATOR</p>	<p>SL.5.1(d)</p>	<p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness</p>



		Uniqueness Willpower Wisdom
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.5.2.</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>PERFORMANCE</b>	<b>SL.5.3.</b>	<b>Summarize the points a speaker makes and explain how each claim is supported</b>

STANDARD / BENCHMARK / PROFICIENCY		<p>by reasons and evidence.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
STRAND / CONTENT STANDARD	NM.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.4.	<p>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.</p> <p><u>Rising Star Studios</u>  Friendship</p>

		Sharing Thankfulness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  <u>Rising Star Studios</u> Friendship
PERFORMANCE 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.  <u>Rising Star Studios</u> Helpfulness Heroic Self-Discipline Slow To Judge Tolerance
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / CONTENT STANDARD	NM.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD /	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and

BENCHMARK / PROFICIENCY	<p>other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><u>Rising Star Studios</u></p> <p>Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
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**New Mexico Content Standards**

**Social Studies**

Grade: 5 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:
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BENCHMARK / STANDARD	1-D:	Skills: research historical events and people from a variety of perspectives:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1-D:1.	Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;  <u>Rising Star Studios</u> Confidence Determination Friendship Heroic Patriotism Responsibility Sportsmanship Willpower
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1-D:2.	Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);  <u>Rising Star Studios</u> Confidence Determination Willpower
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1-D:3.	Gather, organize and interpret information using a variety of media and technology;  <u>Rising Star Studios</u> Confidence Determination Willpower
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1-D:5.	Use effective communication skills and strategies to share research findings.  <u>Rising Star Studios</u> Friendship Helpfulness Restraint
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:
BENCHMARK / STANDARD	3-B:	Explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3-B:2.	Identify and summarize contributions of various racial, ethnic and religious groups to national identity; and  <u>Rising Star Studios</u> Uniqueness
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:
BENCHMARK / STANDARD	3-C:	Compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3-C:2.	Describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin.  <u>Rising Star Studios</u> Imaginative