


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

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


In this guide you will find:

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

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

STANDARDS BREAKDOWN


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| <ul style="list-style-type: none"> ● Text Types and Purposes <ul style="list-style-type: none"> ○ CCSS.W.5.1 ○ CCSS.W.5.2 ○ CCSS.W.5.3 ○ CCSS.W.5.a ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.5.4 ○ CCSS.W.5.5 ○ CCSS.W.5.6 | <ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.5.7 ○ CCSS.W.5.8 ○ CCSS.W.5.9 ○ ● Range of Writing <ul style="list-style-type: none"> ○ CCSS.W.5.10 |
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| W.5.1 | | |
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|  | Anchor Standard: Writing <i>W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Text Types and Purposes |
| Standard | Vertical Alignment | |
| <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p> | <p><i>Previous Grades:</i> W.3.1, 4.1</p> | <p><i>Future Grades:</i> W.6.1, 7.1</p> |
| Clarification Statement | Vocabulary for Teacher Development | |
| <p>The teacher supports the development of writing opinion pieces by exposing students to rich texts that clearly take a position and provide logically ordered facts and details in support of this position. The teacher will model the writing process for opinion pieces in order to help students understand how to take a position. How to state a position as an opinion statement and support it with reasons presented in a logical order that include facts and details. This starts by helping students clearly identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write</p> | <ul style="list-style-type: none"> ● point of view: a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument ● purpose: the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● reasons/reasoning: an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic | |

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| concluding statements or sections connected to their opinions. | |
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Students Who Demonstrate Understanding Can...

- write an opinion piece on a topic or text.
- support opinion with reasons and information.
- make a clear introduction of a topic or text and state an opinion.
- organize ideas in a way that makes sense to support the stated opinion.
- give reasons in a sensible order that are supported by facts and details.
- connect an opinion and reasons by using words, phrases, and clauses.

| W.5.2 | | |
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|  | <p>Anchor Standard: Writing</p> <p><i>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Text Types and Purposes |
| Standard | Vertical Alignment | |
| <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p> | <p><i>Previous Grades:</i> W.3.2, 4.2</p> | <p><i>Future Grades:</i> W.6.2, 7.2</p> |
| Clarification Statement | Vocabulary for Teacher Development | |
| <p>Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Fifth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.</p> | <ul style="list-style-type: none"> ● concrete details: information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay ● domain-specific vocabulary/words/phrases: Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation | |

Students Who Demonstrate Understanding Can...


- write an informative piece about a topic.
- write ideas and information about a topic clearly.
- organize facts and details, and add informative text features, if necessary (e.g., headings), illustrations, or multimedia.
- use multiple formats to develop the topic such as facts, definitions, concrete details, quotations, or other ways that may be related to the topic.
- connect ideas to other categories of information using words, phrases, or clauses.
- use vocabulary that is specific to the topic. (Magma is specific to volcanoes; simile is specific to reading.)
- give a concluding (ending) statement that summarizes the information/explanation of a topic.

| W.5.3 | | |
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|  | Anchor Standard: Writing <i>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Text Types and Purposes |
| Standard | Vertical Alignment | |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events. | <p><i>Previous Grades:</i> W.2.3, 3.3</p> | <p><i>Future Grades:</i> W.5.3, 6.3</p> |
| Clarification Statement | Vocabulary for Teacher Development | |
| <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fifth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.</p> | <ul style="list-style-type: none"> ● describe, description, descriptive details: to explain something in words; the details necessary to give a full and precise account ● editing: the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more. ● event: a thing that happens; an occurrence phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running | |


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| | <p>through the forest, she breathed in the fresh, crisp air.”)</p> <ul style="list-style-type: none"> ● pacing: the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work. (e.g., a rapid, clipped pace inspires a sense of urgency.) |
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Students Who Demonstrate Understanding Can...


- introduce a narrator and/or characters when writing a narrative.
- organize an event sequence that unfolds naturally when writing a narrative.
- develop events when writing a narrative. (using dialogue, description, pacing)
- show the response of characters to situations when writing a narrative.
- use a variety of phrases that transition the sequences of events in narrative writing.
- use language to convey events accurately. (concrete and sensory details)
- write a conclusion that follows the narrated events when writing a narrative story.


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


- Apply digital tools to evaluate information for validity, quality, and relevance.
- Use the information gathered from digital tools for specific purposes.
- Use technology to develop and express creative thinking skills.
- Use technology to develop innovative products or processes.
- Construct knowledge using technology.


| W.5.4 | | |
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|  | <p>Anchor Standard: Writing</p> <p><i>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Production and Distribution of Writing |
| Standard | Vertical Alignment | |
| Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | <i>Previous Grades:</i> W.3.4, 4.4 | <i>Future Grades:</i> W.6.4, 7.4 |
| Clarification Statement | Vocabulary for Teacher Development | |
| The teacher needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph. | <ul style="list-style-type: none"> ● N/A | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● draft writing pieces that adhere to a clear topic or purpose. ● writing demonstrates clear organization around a central topic or linear narrative. | | |


| W.5.5 | | |
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|  | Anchor Standard: Writing <i>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Production and Distribution of Writing |
| Standard | Vertical Alignment | |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | <i>Previous Grades:</i> W.3.5, 4.5 | <i>Future Grades:</i> W.6.5, 7.5 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?” | <ul style="list-style-type: none"> ● N/A | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● engage in all steps of the writing process, including planning, revising, editing, rewriting. ● incorporate revisions to make substantive changes to writing. ● edit writing, aligned to 5th grade language standards | | |

| W.5.6 | | |
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|  | Anchor Standard: Writing <i>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Production and Distribution of Writing |
| Standard | Vertical Alignment | |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | <i>Previous Grades:</i> W.3.6, 4.6 | <i>Future Grades:</i> W.6.6, 7.6 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective typing skills. The teacher provides limited support and guidance with the publishing of the writing piece. | <ul style="list-style-type: none"> ● digital tools: tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● interact: to act in such a manner as to influence another | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● use technology to produce and publish writing. (with guidance and support from adults.) ● use technology to collaborate with others when producing and publishing their writing. ● display sufficient command of keyboarding skills. (30 words per minute is sufficient for 5th grade.) | | |

| W.5.7 | | |
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|  | Anchor Standard: Writing <i>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 5 | Writing (W) | Research to Build and Present Knowledge |
| Standard | Vertical Alignment | |
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | <i>Previous Grades:</i> W.3.7, 4.7 | <i>Future Grades:</i> W.6.7, 7.7 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic. | <ul style="list-style-type: none"> ● topic: the subject or matter being discussed or written about in a text, speech, etc. | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● find a variety of sources of information that focus an inquiry during a short research project. ● use several sources of information that focus an inquiry during a short research project. | | |

| W.5.8 | | | | |
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|  | Anchor Standard: Writing <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i> | | | |
| <i>Grade</i> | <i>CCSS Domain</i> | <i>CCSS Strand</i> | | |
| 5 | Writing (W) | Research to Build and Present Knowledge | | |
| Standard | | Vertical Alignment | | |
| Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.8, 4.8</td> <td style="padding: 5px;"><i>Future Grades:</i> W.6.8, 7.8</td> </tr> </table> | <i>Previous Grades:</i> W.3.8, 4.8 | <i>Future Grades:</i> W.6.8, 7.8 |
| <i>Previous Grades:</i> W.3.8, 4.8 | <i>Future Grades:</i> W.6.8, 7.8 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students summarize or paraphrase information as they take notes, as well as in their final drafts. They also provide lists of sources they used. | | <ul style="list-style-type: none"> digital sources: refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> gather information that is relevant from print and digital resources to include in a short research project. develop a list of sources for use in a short research project. paraphrase relevant information in their notes | | | | |

| W.5.9 | | | | |
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|  | <p>Anchor Standard: Writing</p> <p><i>W.9: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p> | | | |
| Grade | CCSS Domain | CCSS Strand | | |
| 5 | Writing (W) | Research to Build and Present Knowledge | | |
| Standard | | Vertical Alignment | | |
| <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.4.9</td> <td style="width: 50%;"><i>Future Grades:</i> W.6.9, 7.9</td> </tr> </table> | <i>Previous Grades:</i> W.4.9 | <i>Future Grades:</i> W.6.9, 7.9 |
| <i>Previous Grades:</i> W.4.9 | <i>Future Grades:</i> W.6.9, 7.9 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| <p>The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic, and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.</p> | | <ul style="list-style-type: none"> • N/A | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> • utilize relevant evidence from literary or informational text in writing pieces. • gather relevant information through research and notetaking. | | | | |

| W.5.10 | | | | |
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|  | Anchor Standard: Writing <i>W.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 tasks, purposes, and audiences.</i> | | | |
| Grade | CCSS Domain | CCSS Strand | | |
| 5 | Writing (W) | Range of Writing | | |
| Standard | | Vertical Alignment | | |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.3.10, 4.10</td> <td style="width: 50%;"><i>Future Grades:</i> W.6.10, 7.10</td> </tr> </table> | <i>Previous Grades:</i> W.3.10, 4.10 | <i>Future Grades:</i> W.6.10, 7.10 |
| <i>Previous Grades:</i> W.3.10, 4.10 | <i>Future Grades:</i> W.6.10, 7.10 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year | | <ul style="list-style-type: none"> ● N/A | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> ● write a variety of writing pieces throughout the school year in various genres. ● engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes. ● write across genres. | | | | |