Main Criteria: Investigations in Writing

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2: Writiing from Notes, p. 19-28

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Range of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

New Mexico Content Standards

Language Arts

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6.a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<div style="text-align:center">Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56</div>

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6.a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PERFORMANC E STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANC E STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANC E STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANC E STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANC E STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PERFORMANC E STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANC E STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PERFORMANCE STANDARD / INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PERFORMANCE STANDARD / INDICATOR	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.SL.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Key Ideas and Details**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Lesson 20: Unit 7 Inventive Writing, p. 173-180

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New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 7 Inventive Writing, p. 181-190

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANCE STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 7 Inventive Writing, p. 191-198

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 199-204

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PERFORMANC E STANDARD / INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**

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

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANC E STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANC E STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANC E STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

New Mexico Content Standards

Language Arts

Grade 6 - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RI.6.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 9 Formal Critique, p. 231-242

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Craft and Structure**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Unit 9 Formal Critique, p. 243-250

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	NM.W.6.	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.6. a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some 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.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANC E STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANC E STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANC E STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC E STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 30: Unit 9 Formal Critique, p. 261-267

New Mexico Content Standards

Language Arts

Grade **6** - Adopted: **2012**

STRAND / CONTENT STANDARD	NM.RL.6.	**Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND / CONTENT STANDARD	**NM.RL.6.**	**Reading Standards for Literature**
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / CONTENT STANDARD	**NM.RI.6.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Text Types and Purposes**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PERFORMANC E STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PERFORMANC E STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANC E STANDARD / INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

PERFORMANC E STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANC E STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Production and Distribution of Writing**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style 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.6.5.	With some 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.6.**	**Writing Standards**

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / CONTENT STANDARD	**NM.W.6.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	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.6.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / CONTENT STANDARD	**NM.L.6.**	**Language Standards**
BENCHMARK / STANDARD		**Conventions of Standard English**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PERFORMANCE STANDARD / INDICATOR	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / CONTENT STANDARD	NM.L.6.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.