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

Subject: Language Arts
Grade: 6

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT

NM.RI.6. Reading Standards for Informational Text

CONTENT STANDARD		
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
PERFORMANC E STANDARD / BENCHMARK /	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / CONTENT STANDARD

PROFICIENCY

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.

NM.W.6. Writing Standards

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

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

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

BENCHMARK	I
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
PERFORMANC E 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.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DEDECORMANIC		Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	C.	variety of cultural settings.
E STANDARD / BENCHMARK /	NM.L.6.	variety of cultural settings. Language Standards
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT		
E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	SL.6.1(a) SL.6.1(b)	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the totext, or issue under discussion.

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
PERFORMANC E 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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
CONTENT	NM.W.6.	Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD BENCHMARK /	W.6.9.	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.6.9.	Research to Build and Present Knowledge
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	W.6.9. W.6.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	W.6.9. W.6.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	W.6.9. W.6.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	W.6.9. W.6.9(b) NM.W.6.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

STANDARD

PERFORMANC E 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.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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.

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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
PERFORMANC E 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 /	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR

PROFICIENCY

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E ST ANDARD / 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
PERFORMANC E STANDARD / BENCHMARK /	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.

NM.SL.6. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E 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.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND / CONTENT STANDARD

NM.L.6. Language Standards

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

PERFORMANCE L.6.1(d)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

STANDARD / INDICATOR

Recognize variations from standard English in their own and others' writing and speaking, and identify and use PERFORMANCE L.6.1(e) STANDARD / strategies to improve expression in conventional language. **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / Conventions of Standard English **STANDARD PERFORMANC** L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / spelling when writing. BENCHMARK / **PROFICIENCY** PERFORMANCE L.6.2(b) Spell correctly. STANDARD / **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / **Vocabulary Acquisition and Use** STANDARD PERFORMANC L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade E STANDARD / 6 reading and content, choosing flexibly from a range of strategies. BENCHMARK / **PROFICIENCY** PERFORMANCE 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 STANDARD / clue to the meaning of a word or phrase. **INDICATOR** PERFORMANCE L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in STANDARD / context or in a dictionary). **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / Vocabulary Acquisition and Use **STANDARD** PERFORMANC 1.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather E STANDARD / vocabulary knowledge when considering a word or phrase important to comprehension or expression. BENCHMARK / **PROFICIENCY**

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

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND /
CONTENT
STANDARD

NM.RL.6. Reading Standards for Literature

BENCHMARK /	Key Ideas and Details
STANDARD	

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.

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND / CONTENT STANDARD

PERFORMANC

E STANDARD / BENCHMARK / PROFICIENCY W.6.2.

NM.RL.6. Reading Standards for Literature

STANDARD		
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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

through the selection, organization, and analysis of relevant content.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

PERFORMANCE 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		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 /	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR		
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
STRAND / CONTENT	NM.W.6.	Writing Standards Production and Distribution of Writing
STRAND / CONTENT STANDARD BENCHMARK /	NM.W.6. W.6.4.	
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	W.6.4.	Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	W.6.4. W.6.5.	Production and Distribution of Writing 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.) 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. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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		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
PERFORMANC E 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.
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.
PERFORMANC	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or

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BENCHMARK / PROFICIENCY

appropriate.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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.

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

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.

STRAND / CONTENT STANDARD

STRAND / CONTENT STANDARD

NM.RL.6. Reading Standards for Literature

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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
PERFORMANC E ST ANDARD / 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(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		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 /	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.)

PROFICIENCY

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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		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
PERFORMANC E 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 /	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.

INDICATOR

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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).

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.

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

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.

STRAND / CONTENT STANDARD

${\bf NM.RL.6.} \ \ {\bf Reading} \ \ {\bf Standards} \ \ {\bf for} \ \ {\bf Literature}$

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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
PERFORMANC E 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(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		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PERFORMANCE W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and

STANDARD /

INDICATOR

events.

INDICATOR STRAND / NM.W.6. Writing Standards CONTENT **STANDARD** BENCHMARK / **Production and Distribution of Writing STANDARD PERFORMANC** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, E STANDARD / purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK / **PROFICIENCY** PERFORMANC W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, F STANDARD / revising, editing, rewriting, or trying a new approach. BENCHMARK / **PROFICIENCY** PERFORMANC W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with F STANDARD / others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. BENCHMARK / **PROFICIENCY** STRAND / NM.W.6. Writing Standards CONTENT STANDARD BENCHMARK / Research to Build and Present Knowledge **STANDARD PERFORMANC** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or W.6.8. paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic E STANDARD / BENCHMARK / information for sources. **PROFICIENCY** STRAND / NM.W.6. Writing Standards CONTENT **STANDARD** BENCHMARK / Range of Writing **STANDARD PERFORMANC** W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E STANDARD / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. BENCHMARK / **PROFICIENCY** STRAND / NM.SL.6. Speaking and Listening Standards CONTENT STANDARD BENCHMARK / Comprehension and Collaboration **STANDARD PERFORMANC** SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) E STANDARD / with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing BENCHMARK / their own clearly. **PROFICIENCY**

Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE W.6.3(e)

STANDARD /

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.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD /	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.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANC E STANDARD / BENCHMARK /	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

PROFICIENCY

NM.L.6. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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 /	Conventions of Standard English
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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		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
PERFORMANC E ST ANDARD / 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.

STANDARD / INDICATOR

PERFORMANCE 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.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E 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	NM.L.6.	Language Standards

STANDARD

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
PERFORMANC L.6.6. STANDARD / BENCHMARK / PROFICIENCY	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.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

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 /	NM.RI.6.	Reading Standards for Informational Text

STRAND / CONTENT **STANDARD**

 ${\bf NM.RI.6.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK /	Craft and Structure
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STANDARD	

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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 of 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
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
PERFORMANC E 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.

STANDARD /

INDICATOR

clue to the meaning of a word or phrase.

NM.SL.6. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
CONTENT	NM.L.6.	Language Standards Conventions of Standard English
CONTENT STANDARD BENCHMARK /	NM.L.6.	
BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.6.2. L.6.2(b)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.6.2. L.6.2(b)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

PERFORMANCE
STANDARD /
INDICATOR

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

L.6.4(d)

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
PERFORMANC L.E E STANDARD / BENCHMARK / PROFICIENCY	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.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

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

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

NM.W.6. Writing Standards

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
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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		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
	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 / BENCHMARK / PROFICIENCY		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
PERFORMANCE STANDARD / PROFICIENCY PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	SL.6.1(a)	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.6.1(a) SL.6.1(b)	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STANDARD / INDICATOR STRAND / CONTENT	SL.6.1(a) SL.6.1(b)	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY

STRAND /

CONTENT STANDARD NM.L.6. Language Standards

NM.L.6. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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(c)	Recognize and correct inappropriate shifts in pronoun number and person.
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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / 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).

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.

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

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

STANDARD

NM.RI.6. Reading Standards for Informational Text

STANDARD		
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	NM.W.6.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards

STANDARD		
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.
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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E STANDARD / BENCHMARK /		
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /		spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spelling when writing. Spell correctly.
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.6.2(b)	Spelling when writing. Spell correctly. Language Standards
E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT ST ANDARD BENCHMARK / ST ANDARD PERFORMANC E ST ANDARD / BENCHMARK / BENCHMARK /	L.6.2(b) NM.L.6.	Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106
		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.6.3.

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

STANDARD		
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
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards

Research to Build and Present Knowledge

BENCHMARK / STANDARD

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.
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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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).

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.

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

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.

STRAND / CONTENT STANDARD

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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.

NM.W.6. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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.

STRAND / CONTENT STANDARD

NM.W.6. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / CONTENT STANDARD

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND /
CONTENT
STANDARD

STANDARD /

INDICATOR

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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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
CONTENT	NM.L.6.	Language Standards Conventions of Standard English
CONTENT STANDARD BENCHMARK /	NM.L.6.	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.6.2. L.6.2(b)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.6.2. L.6.2(b)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards

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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		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

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

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

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

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.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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
PERFORMANC E ST ANDARD / 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.

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.
SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.
NM.SL.6.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
NM.L.6.	Language Standards
	Conventions of Standard English
L.6.1.	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1(d)	
	speaking.
L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use
L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	NM.SL.6. b. NM.SL.6. c.

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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
PERFORMANC E 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(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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
PERFORMANC E ST ANDARD / 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.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK /		Conventions of Standard English

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

PERFORMANCE L.6.1(STANDARD /

INDICATOR

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

Recognize variations from standard English in their own and others' writing and speaking, and identify and use PERFORMANCE L.6.1(e) STANDARD / strategies to improve expression in conventional language. **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / Conventions of Standard English **STANDARD PERFORMANC** L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and E STANDARD / spelling when writing. BENCHMARK / **PROFICIENCY** PERFORMANCE L.6.2(b) Spell correctly. STANDARD / **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / **Vocabulary Acquisition and Use** STANDARD PERFORMANC L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade E STANDARD / 6 reading and content, choosing flexibly from a range of strategies. BENCHMARK / **PROFICIENCY** PERFORMANCE 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 STANDARD / clue to the meaning of a word or phrase. **INDICATOR** PERFORMANCE L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in STANDARD / context or in a dictionary). **INDICATOR** STRAND / NM.L.6. Language Standards CONTENT **STANDARD** BENCHMARK / Vocabulary Acquisition and Use **STANDARD** PERFORMANC 1.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather E STANDARD / vocabulary knowledge when considering a word or phrase important to comprehension or expression. BENCHMARK / **PROFICIENCY**

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

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

BENCHMARK /	Key Ideas and Details
STANDARD	

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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / CONTENT STANDARD	NM.RI.6.	Reading Standards for Informational Text
		Integration of Knowledge and Ideas
BENCHMARK / STANDARD		

OTANDARD		
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND /	NM.W.6.	Writing Standards

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK /		Research to Build and Present Knowledge

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

PERFORMANC E 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(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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
PERFORMANC E ST ANDARD / 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.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK /	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

PROFICIENCY

STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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	1.6.4(2)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

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 NM.L.6. Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

New Mexico Content Standards Language Arts

Grade 6 - Adopted: 2012

STRAND /

NM.RI.6. Reading Standards for Informational Text

CONTENT STANDARD	IVIVI.IVI.O.	Reading Standards for informational rest
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**

PERFORMANC

E STANDARD / BENCHMARK / **PROFICIENCY**

RI.6.5.

NM.RI.6. Reading Standards for Informational Text

contributes to the development of the ideas.

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.

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
CONTENT	NM.W.6.	Writing Standards Production and Distribution of Writing
CONTENT STANDARD BENCHMARK /	NM.W.6. W.6.4.	
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK /	W.6.4.	Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

Research to Build and Present Knowledge

BENCHMARK / STANDARD

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
PERFORMANC E 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(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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
PERFORMANC E 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	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,

STANDARD / text, or issue under discussion.

INDICATOR

BENCHMARK /		Presentation of Knowledge and Ideas
STANDARD		Tresentation of Miowicage and facus
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164
		New Mexico Content Standards
		Language Arts
		Grade 6 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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.

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(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 PERFORMANC STRAND I STRAND			
ESTANDARD / STRAND / CONTENT STANDARD / STANDARD / STANDARD / INDICATOR / SPEAKING AND / INDICATOR / SPEAKING AND / INDICATOR / SPEAKING AND / INDICATOR / INDICATOR / INDICATOR / INDICATOR / Indicator in the topic, text, or issue under discussion. PERFORMANC Standard / Indicator in the topic, text, or issue under discussion. PERFORMANC Standard / Indicator in the topic, text, or issue under discussion. PERFORMANC Standard / Indicator in the topic, text, or issue under discussion. PERFORMANC Standard / Indicator in the topic, text, or issue under discussion. PERFORMANC Standard / Indicator in the topic, text, or issue under discussion. PERFORMANCE Standard / Indicator Performance Performance Performance Performance Performance Standard Performance Performance Standard Performance Per	E STANDARD / BENCHMARK /	W.6.4.	
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BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY NM.S.L.6. Speaking and Listening Standards Comprehension and Collaboration STANDARD / BENCHMARK / PROFICIENCY STANDARD / BENCHMARK / PROFICIENCY NM.S.L.6. Speaking and Listening Standards Comprehension and Collaboration STANDARD / BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC STANDARD / BENCHMARK / STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR NM.S.L.6. Speaking and Listening Standards SL.6.1(a) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. STANDARD / INDICATOR NM.S.L.6. Speaking and Listening Standards PERFORMANCE STANDARD / INDICATOR NM.S.L.6. Speaking and Listening Standards NM.S.L.6. Speaking and Listening Standards PERFORMANCE STANDARD / INDICATOR NM.S.L.6. Speaking and Listening Standards PERFORMANCE 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. NM.S.L.6. Speaking and Listening Standards	E STANDARD / BENCHMARK /	W.6.6.	
PERFORMANCE STANDARD BENCHMARK / PROFICIENCY NM.SL.6. Speaking and Listening Standards Comprehension and 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 PERFORMANCE STANDARD PERFORMANCE STANDARD PERFORMANCE STANDARD NINDICATOR PERFORMANCE STANDARD NINDICATOR NINDICATOR Wite 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. PERFORMANCE STANDARD 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 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 SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. STANDARD INDICATOR NM.SL.6. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. NM.SL.6. Speaking and Listening Standards NM.SL.6. Presentation of Knowledge and Ideas	CONTENT	NM.W.6.	Writing Standards
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD NM.S.L.6. Speaking and Listening Standards Comprehension and Collaboration BENCHMARK / STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD 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 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 SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. PERFORMANCE 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. NM.SL.6. Speaking and Listening Standards STRAND / INDICATOR NM.SL.6. Speaking and Listening Standards BENCHMARK / Presentation of Knowledge and Ideas			Range of Writing
BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANC 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 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 SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. STANDARD / INDICATOR PERFORMANCE 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. STRAND / CONTENT NM.SL.6. Speaking and Listening Standards Presentation of Knowledge and Ideas	E STANDARD / BENCHMARK /	W.6.10.	
PERFORMANCE STANDARD / INDICATOR 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 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 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
With diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. PERFORMANCE STANDARD / INDICATOR	CONTENT	NM.SL.6.	Speaking and Listening Standards
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STANDARD / text, or issue under discussion. STRAND / NM.SL.6. Speaking and Listening Standards CONTENT STANDARD BENCHMARK / Presentation of Knowledge and Ideas	BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	SL.6.1.	Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
CONTENT STANDARD BENCHMARK / Presentation of Knowledge and Ideas	BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.6.1. SL.6.1(a)	Comprehension and Collaboration 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. 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.
	BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.6.1(a) SL.6.1(b)	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
	BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STANDARD / INDICATOR	SL.6.1(a) SL.6.1(b) SL.6.1(c)	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 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 / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		New Mexico Content Standards
		Language Arts Grade 6 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD	Text Types and Purposes

PERFORMANC E ST ANDARD / 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(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		Text Types and Purposes
PERFORMANC E ST ANDARD / 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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 /	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.)

PROFICIENCY

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC
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.

BENCHMARK / PROFICIENCY

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New Mexico Content Standards Language Arts

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

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E 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(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

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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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NM.RI.6. Reading Standards for Informational Text

CONTENT STANDARD	NWI.KI.O.	Reading Standards for informational rest
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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

STRAND / CONTENT STANDARD

BENCHMARK /	Text Types and Purposes
STANDARD	

PERFORMANC E 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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(e)	Establish and maintain a formal style.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

STRAND / CONTENT STANDARD

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
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.

STRAND / CONTENT STANDARD

NM.L.6. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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 /	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

INDICATOR

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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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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

NM.W.6. Writing Standards

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

PERFORMANCE W.6.2(a) STANDARD / INDICATOR

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE STANDARD / INDICATOR	W.6.2(e)	Establish and maintain a formal style.
PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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
PERFORMANC E 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(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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	NM.SL.6.	Speaking and Listening Standards
STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
BENCHMARK /	SL.6.1.	Comprehension and Collaboration 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.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		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
BENCHMARK / ST ANDARD PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR	SL.6.1(a)	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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / STAN	SL.6.1(a)	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. 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.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.6.1(a) SL.6.1(b)	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. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

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.

STRAND / CONTENT STANDARD

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND / CONTENT STANDARD

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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.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

PERFORMANC E 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(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		Text Types and Purposes
PERFORMANC E 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(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND /	NM.W.6.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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		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
PERFORMANC E 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.
STRAND / CONTENT STANDARD	NM.SL.6.	Speaking and Listening Standards
CONTENT	NM.SL.6.	Speaking and Listening Standards Presentation of Knowledge and Ideas
CONTENT STANDARD BENCHMARK /		
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	NM.SL.6.	Presentation of Knowledge and Ideas Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a

PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E 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(b)	Maintain consistency in style and tone.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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 /	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).

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NM.L.6. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PERFORMANCE L.6.5(a) STANDARD / INDICATOR

Interpret figures of speech (e.g., personification) in context.

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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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.

STRAND / CONTENT STANDARD

NM.RL.6. Reading Standards for Literature

BENCHMARK / STANDARD	Craft and Structure
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND / CONTENT STANDARD	NM.RL.6.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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.RI.6.	Reading Standards for Informational Text
CONTENT	NM.RI.6.	Reading Standards for Informational Text Key Ideas and Details
CONTENT STANDARD BENCHMARK /	NM.RI.6. RI.6.1.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /		Key Ideas and Details
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK /	Rl.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.1. RI.6.2.	Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

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E STANDARD / BENCHMARK / PROFICIENCY RI.6.4.

technical meanings

NM.RI.6. Reading Standards for Informational Text

STANDARD		
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
PERFORMANC E 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(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		Text Types and Purposes
STANDARD		
PERFORMANC E ST ANDARD / 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 ST ANDARD / BENCHMARK /		
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	W.6.3(a)	descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	W.6.3(a) W.6.3(b)	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PERFORMANCE E ST ANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	W.6.3(a) W.6.3(b) W.6.3(d)	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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
STRAND / CONTENT STANDARD	NM.W.6.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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		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
PERFORMANC E 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 /	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.

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NM.SL.6. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.6. c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE		Maintain consistency in style and tone.

STRAND /
CONTENT
STANDARD

NM.L.6. Language Standards

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

Demonstrate understanding of figurative language, word relationships, and nuances in word

PERFORMANCE L.6.5(a) Interpret figures of speech (e.g., personification) in context.

STANDARD /

STRAND / CONTENT STANDARD

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NM.L.6. Language Standards

meanings.

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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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.

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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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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.6.5.	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.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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.L.6.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / 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		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
STRAND / CONTENT STANDARD	NM.L.6.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
	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 / BENCHMARK /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.6.4(a)	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
PERFORMANCE STANDARD / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	L.6.4(a)	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.6.4(a)	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. 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. 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).