

## 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 STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**

**NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>

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

**NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

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

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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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).
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<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR L.6.2(b) Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.4.	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.6.	<b>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.</b>

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

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
CONTENT  
STANDARD**

**NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.4.	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	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.

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

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

**STRAND / CONTENT STANDARD**

**NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PERFORMANCE STANDARD / INDICATOR W.6.3(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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PERFORMANCE 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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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PERFORMANCE 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

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.6.2(b) Spell correctly.

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

**BENCHMARK / STANDARD** Vocabulary Acquisition and Use

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.4.	<b>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.</b>
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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



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

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

**NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**STRAND / CONTENT STANDARD**

**NM.RL.6. Reading Standards for Literature**

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

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

PERFORMANCE STANDARD / INDICATOR	W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PERFORMANCE STANDARD / INDICATOR	W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD	Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>	<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>	<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>	<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

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

PERFORMANCE STANDARD / INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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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).
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PERFORMANCE STANDARD / INDICATOR W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

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

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / CONTENT STANDARD** NM.SL.6. Speaking and Listening Standards

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

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

**STRAND / CONTENT STANDARD**

**NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.6.2(b) Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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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**

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

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

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

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

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

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

**NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

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

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

**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

**BENCHMARK / STANDARD**

**Vocabulary Acquisition and Use**

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

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**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND / CONTENT STANDARD**

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

**BENCHMARK / STANDARD**

**Craft and Structure**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>	<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>	<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR      L.6.2(b)      Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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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).
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

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

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

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

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

BENCHMARK / STANDARD		Text Types and Purposes
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

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

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	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.</b>

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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6.    Language Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR    L.6.2(b)    Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

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

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

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

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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

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

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

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>

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.
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PERFORMANCE STANDARD / INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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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).
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

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

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

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

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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

**STRAND / CONTENT STANDARD**

**NM.RL.6. Reading Standards for Literature**

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

**NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /  
CONTENT  
STANDARD**

**NM.W.6. Writing Standards**

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

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**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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**

**NM.W.6. Writing Standards**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE 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**

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

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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").
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE L.6.2(b) Spell correctly.  
STANDARD /  
INDICATOR

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

**BENCHMARK /  
STANDARD**      **Vocabulary Acquisition and Use**

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

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

**BENCHMARK /  
STANDARD**      **Vocabulary Acquisition and Use**

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

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**

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

PERFORMANCE RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text  
STANDARD / distinct from personal opinions or judgments.  
BENCHMARK /  
PROFICIENCY

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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**

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

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PERFORMANCE STANDARD / INDICATOR      W.6.9(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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / CONTENT STANDARD** **NM.SL.6. Speaking and Listening Standards**

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

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

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

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

**STRAND / CONTENT STANDARD** **NM.SL.6. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE 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.

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

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

PERFORMANCE STANDARD / INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.6.4.	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	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.

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

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

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

**BENCHMARK / STANDARD**      **Craft and Structure**

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge



<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / CONTENT STANDARD**

**NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.

PERFORMANCE 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**

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

PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6.    Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6.    Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

L.6.6.

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

New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012

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

**BENCHMARK / STANDARD**

**Key Ideas and Details**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

**BENCHMARK / STANDARD**

**Craft and Structure**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.6.4.

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

PERFORMANCE 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**

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

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

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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>

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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE 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.
PERFORMANCE 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**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.4.	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>	<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

<b>BENCHMARK / STANDARD</b>	<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

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

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

**NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.
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**STRAND / CONTENT STANDARD**

**NM.L.6. Language Standards**

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

**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

PERFORMANCE STANDARD / INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PERFORMANCE STANDARD / INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
PERFORMANCE STANDARD / INDICATOR	L.6.2(b)	Spell correctly.

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

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

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
PERFORMANCE 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**

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

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PERFORMANCE 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**

<b>BENCHMARK / STANDARD</b>	<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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").
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PERFORMANCE STANDARD / INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.L.6. Language Standards**

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

PERFORMANCE STANDARD / INDICATOR    L.6.2(b)    Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.6.</b>	<b>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.</b>

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

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

**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND / CONTENT STANDARD**

**NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / CONTENT STANDARD** **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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**

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

PERFORMANCE 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

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

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

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

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

**BENCHMARK / STANDARD** Conventions of Standard English

**PERFORMANCE 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

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

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

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

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

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

BENCHMARK / STANDARD	Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.6. Reading Standards for Informational Text</b>	
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.6. Reading Standards for Informational Text</b>	
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.6. Reading Standards for Informational Text</b>	
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.6. Writing Standards</b>	
BENCHMARK / STANDARD		Text Types and Purposes

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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**

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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PERFORMANCE 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**



<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.L.6. Language Standards**

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

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR L.6.2(b) Spell correctly.

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

**BENCHMARK / STANDARD** **Knowledge of Language**

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

<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>
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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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.6.</b>	<b>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.</b>

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

**New Mexico Content Standards  
Language Arts  
Grade 6 - Adopted: 2012**

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

<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.6.2.</b>	<b>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.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.6.3.</b>	<b>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.</b>

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

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

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

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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PERFORMANCE STANDARD / INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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PERFORMANCE STANDARD / INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND / CONTENT STANDARD**      **NM.W.6. Writing Standards**

<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / CONTENT STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.6.1.</b>	<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.</b>
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**STRAND /  
CONTENT  
STANDARD**      **NM.SL.6. Speaking and Listening Standards**

<b>BENCHMARK / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE 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**

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

<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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PERFORMANCE STANDARD / INDICATOR      L.6.2(b)      Spell correctly.

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

<b>BENCHMARK / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PERFORMANCE STANDARD / INDICATOR      L.6.3(b)      Maintain consistency in style and tone.

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

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.4.</b>	<b>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.</b>

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**

<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

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

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

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

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



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE 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.
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**STRAND / CONTENT STANDARD**      **NM.RL.6. Reading Standards for Literature**

<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / CONTENT STANDARD**      **NM.RI.6. Reading Standards for Informational Text**

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

<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
PERFORMANCE 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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.6. Reading Standards for Informational Text</b>	
<b>BENCHMARK / STANDARD</b>	<b>Integration of Knowledge and Ideas</b>	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Production and Distribution of Writing</b>	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
PERFORMANCE 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.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.6. Writing Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Range of Writing</b>	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.6. Language Standards</b>	
<b>BENCHMARK / STANDARD</b>	<b>Conventions of Standard English</b>	
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

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

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

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

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