

**RRPS District Standards: LANGUAGE ARTS**

Grade 6

07/2009

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

*NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.*

**NM State Benchmarks Grades 5-8**

**RRPS Grade 6 Power Standards**

*While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.*

**NM State Benchmark 1-A: Grades 5-8**

Listen to, read, react to, and interpret information

**Power Standard 1 (Benchmark 1-A)**

Relate details, main ideas, setting, action, and main character(s).

**NM Grade 6 Performance Standards**

1. Narrate a fictional or autobiographical account.
2. Relate details, main ideas, setting, action, and main character(s).
3. Explore expressive materials that are read, heard, or viewed.
4. Identify and interpret figurative language in an oral selection.
5. Interact appropriately in group settings.
6. Reflect on learning experiences by describing personal learning growth and change in perspective.
7. Interpret how personal circumstances and background shape interaction with text.
8. Read various genres of literature.

**Power Standard 2 (Benchmark 1-A)**

Identify and interpret figurative language in an oral selection.

**Power Standard 3 (Benchmark 1-A)**

Read various genres of literature

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**NM State Benchmark 2-A: Grades 5-8**

Gather and use information for research and other purposes

**Power Standard 4 (Benchmark 1-B)**

Interpret and synthesize information from a variety of sources by:

- NM Grade 6 Performance Standards**
1. Interpret and synthesize information from a variety of sources by:
    - reviewing the characteristics of informational works
    - restating and summarizing information
    - determining the importance of information
    - making connections to related topics and information
    - monitoring comprehension
    - drawing inferences
    - generating questions
  2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:
    - exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)
    - distinguishing between primary and secondary sources
  3. Organize information gathered for a research topic into major components based on appropriate criteria. finding information using organizational tools such as: table of contents, headings, indexes, menus, glossaries, appendices, thesauri
  4. Differentiate author, title, and subject card entries.
    - locating information using cross-references

- restating and summarizing information
- determining the importance of information
- drawing inferences

**Power Standard 5 (Benchmark 1-B)**

Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:

- distinguishing between primary and secondary sources

**Power Standard 6 (Benchmark 1-B)**

Organize information gathered for a research topic into major components based on appropriate criteria finding information using organizational tools such as: table of contents, headings, indexes, menus, glossaries, appendices, thesauri

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**NM State Benchmark 1-C: Grades 5-8**

Apply critical thinking skills to analyze information

**Power Standard 7 (Benchmark 1-C)**

Use critical thinking skills and create criteria to evaluate text and multimedia by:

- determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques
- identifying and exploring the underlying assumptions of the author
- applying strategies to acquire knowledge from reading (e.g., prior knowledge, visualizing, asking questions)

**NM Grade 6 Performance Standards**

1. Use critical thinking skills and create criteria to evaluate text and multimedia by:
  - determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques
  - identifying and exploring the underlying assumptions of the author
  - applying strategies to acquire knowledge from reading (e.g., prior knowledge, visualizing, asking questions)
2. Recognize the point of view of the author by considering alternative points of view or reasons, by remaining fair-minded and open to other interpretations.
3. Develop and apply appropriate criteria to evaluate the quality of communication by:
  - using knowledge of language structure, and literary or media techniques
  - drawing conclusions based on evidence, reasons, or relevant information
  - considering the implications, consequences, or impact of those conclusions

**Power Standard 8 (Benchmark 1-C)**

Develop and apply appropriate criteria to evaluate the quality of communication by:

- using knowledge of language structure and literary or media techniques
- drawing conclusions based on evidence, reasons, or relevant information
- considering the implications, consequences, or impact of those conclusions

**NM State Benchmark 1-D: Grades 5-8**

Demonstrate competence in the skills and strategies of the reading process.

**Power Standard 9 (Benchmark 1-D)**

Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:

- using effective reading strategies to match type of text
- reading self-selected literature and other materials of individual interest
- reading selections and other materials assigned for a sustained period of time discussing selections in teacher-student discussions and small groups

**NM Grade 6 Performance Standards**

1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:
  - using effective reading strategies to match type of texts
  - reading self-selected literature and other materials of individual interest
  - reading selections and other materials assigned for a sustained period of time
  - discussing selections in teacher-student discussions and small groups
  - taking an active role in whole-class seminars
  - discussing and analyzing the effects on texts of literary devices such as figurative language, dialogue and flashback
  - interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style
  - investigating examples of distortion and stereotypes
  - recognizing underlying messages in order to identify recurring themes

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<b>NM State Benchmarks Grades 5-8</b>	<b>RRPS Grade 6 Power Standards</b>
<p>2. Generate questions to be answered while reading, and reflect on what has been learned after reading.</p> <p>3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p> <ul style="list-style-type: none"><li>• Adjust reading rate and strategies for different representations such as: maps, graphs, time and number lines, instructions, and textbooks.</li></ul> <p>4. Follow oral and written directions for a procedure.</p> <p>5. Use knowledge of punctuation to assist in comprehension.</p> <p>6. Use context clues to build vocabulary through reading a wide range of material.</p>	<p><b><u>Power Standard 10 (Benchmark 1-D)</u></b> Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p> <ul style="list-style-type: none"><li>• Adjust reading rate and strategies for different representations such as : maps, graphs, time and number lines, instructions, and textbooks.</li></ul> <p><b><u>Power Standard 11 (Benchmark 1-D)</u></b> Use knowledge of punctuation to assist in comprehension.</p> <p><b><u>Power Standard 12 (Benchmark 1-D)</u></b> Use context clues to build vocabulary through reading a wide range of material.</p>

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**

**NM State Content Standard II: Students will communicate effectively through speaking and writing.**

**NM State Benchmarks Grades 5-8**

**RRPS Grade 6 Power Standards**

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**NM State Benchmark 2-A: Grade 6**

Use speaking as an interpersonal communication tool.

**Power Standard 13 (Benchmark 2-B)**

Use simple, compound, complex, and compound-complex sentences.

**NM Grade 6 Performance Standards**

1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).
2. Clarify, illustrate, and expand upon topics in discussions.
  - organize oral information for note-taking purposes
  - present ideas in logical sequence
3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”).
  - use vocal tone/inflection to convey emotional emphasis

**NM State Benchmark 2-B: Grades 5-8**

Apply grammatical and language conventions to communicate.

**NM Grade 6 Performance Standards**

1. Use simple, compound, complex, and compound-complex sentences.
2. Use effective coordination and subordination of ideas to express complete thoughts.
3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.
4. Use verbs that agree with compound subjects.
5. Punctuate, using commas that link two clauses with a conjunction in compound sentences.
6. Correctly spell frequently misspelled words (e.g., there, their, they’re).
7. Demonstrate an awareness of language conventions and usage during oral presentations.

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**

*NM State Content Standard II: Students will communicate effectively through speaking and writing.*

**NM State Benchmarks Grades 5-8**

8. Identify and correct errors in everyday speech.
9. Support opinions expressed with detailed evidence, and with visual or media displays that use appropriate technologies.
10. Identify and use the eight parts of speech.
11. Use plural and possessive forms.
12. Recognize and uses idioms, alliteration, similes, and metaphors.
13. Organize paragraphs with topic, supporting, and concluding sentences.
14. Use editing symbols.

**RRPS Grade 6 Power Standards**

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**Power Standard 14 (Benchmark 2-B)**

Identify and use the eight parts of speech.

**Power Standard 15 (Benchmark 2-B)**

Use plural and possessive forms.

**Power Standard 16 (Benchmark 2-B)**

Organize paragraphs with topic, supporting, and concluding sentences.

**NM State Benchmark 2-C: Grades 5-8 (NEW)**

Demonstrate competence in the skills and strategies of the writing process.

1. Compose a variety of writings that express individual perspectives drawn from personal and related experience:
  - drafting, revising, editing and proofreading one's own written work
  - using direct feedback from peers to revise content
  - writing for public and private audiences
2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons).
3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.
4. Use electronic media to effectively communicate with others.

**RRPS Grade 6 Power Standards**

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**STRAND III: LITERATURE AND MEDIA**

*NM State Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.*

**NM State Benchmarks Grades 5-8**

**RRPS Grade 6 Power Standards**

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**NM State Benchmark 3-A: Grades 5-8**

Use language, literature, and media to understand various social and cultural perspectives

**Power Standard 17(Benchmark 3-A)**

Describe how characters' actions reflect their cultures.

**NM Grade 6 Performance Standards**

1. Describe how characters' actions reflect their cultures.
2. Respond to historically or culturally significant works of literature to develop an awareness of perspectives..
3. Examine connections between cultures worldwide and American society, as depicted through literature and media.

**Power Standard 18 (Benchmark 3-B)**

Identify the various themes in literary works.

**NM State Benchmark 3-B: Grade 5-8**

Identify ideas and make connections between literary works

**NM Grade 6 Performance Standards**

1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.
2. Identify the various themes in literary works.
3. Compare and contrast print and non-print versions of a literary work.