

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

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

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
 - [Planning Literacy Instruction with MLSS Guide](#)
 - [Choosing a Complex Text](#)
 - [Text Dependent Questions with Complex Texts](#)
 - [Vocabulary Instruction with Complex Texts](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)

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

STANDARDS BREAKDOWN

- **Key Ideas and Details**

- [CCSS.RL.6.1](#)
- [CCSS.RL.6.2](#)
- [CCSS.RL.6.3](#)
- [NMSS.6.a](#)
- [NMSS.6.b](#)
- [NMSS.6.c](#)

- **Craft and Structure**

- [CCSS.RL.6.4](#)
- [CCSS.RL.6.5](#)
- [CCSS.RL.6.6](#)

- **Integration of Knowledge and Ideas**

- [CCSS.RL.6.7](#)
- CCSS.RL.6.8 (not applicable to Literature)
- [CCSS.RL.6.9](#)

- **Range of Reading Level and Text Complexity**

- [CCSS.RL.6.10](#)

RL.6.1				
	Anchor Standard: Key Ideas and Details <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1</td> </tr> </table>	<i>Previous Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1	<i>Future Grades:</i> RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1
<i>Previous Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1	<i>Future Grades:</i> RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1			
Clarification Statement		Vocabulary for Teacher Development		
Students use evidence from the text to support their analyses of what the text directly and indirectly states.		<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation ● inference – a conclusion derived from logical reasoning following an investigation of available evidence ● text – any media that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● cite textual evidence to support their analysis of figurative language in a poem. ● identify details from the text that support an inference or main idea of the text. 				

- explain how a detail from the text supports an inference and/or the main idea of the text.

RL.6.2		
	Anchor Standard: Key Ideas and Details <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2	<i>Future Grades:</i> RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2
Clarification Statement	Vocabulary for Teacher Development	
Students determine a theme of a literary text and consider how it is developed through certain details in the text. Using the theme and key details, students summarize the text without personal feelings or judgments.	<ul style="list-style-type: none"> ● summary/summarize – brief statement of the main points of a larger work or text; the act of providing such a statement or account ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify a central idea of a text. ● analyze the theme of a text and describe how a character’s actions help to develop it. ● identify the topic sentence for a summary of a text. ● analyze the development of a theme over the course of a text. 		

RL.6.3

	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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6	Reading: Literature (RL)	Key Ideas and Details
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Standard	Vertical Alignment
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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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><i>Previous Grades:</i> RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3</td> <td style="width: 50%; padding: 5px;"><i>Future Grades:</i> RL.7.3, RL.8.3, RL.9-10.3, RL.11-12.3</td> </tr> </table>	<i>Previous Grades:</i> RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3	<i>Future Grades:</i> RL.7.3, RL.8.3, RL.9-10.3, RL.11-12.3
<i>Previous Grades:</i> RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3	<i>Future Grades:</i> RL.7.3, RL.8.3, RL.9-10.3, RL.11-12.3		

Clarification Statement	Vocabulary for Teacher Development
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Students explain how a story or drama's plot is developed by a series of events. Students also explain how the characters react or develop as the plot comes to a conclusion.	<ul style="list-style-type: none"> ● describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account ● drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue ● plot – the sequence of events in a story, play, movie, etc. ● respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
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Students Who Demonstrate Understanding Can...

- explain how chapters fit together to contribute to structure.
- determine how events of a plot contribute to a story.
- describe how a character changes over the course of a story.

6.a		
Grade	NMSS Domain	
6	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.	<i>Previous Grades:</i> 5.A	<i>Future Grades:</i> 7.A, 8.A, 9-10.1, 11-12.1
Clarification Statement	Vocabulary for Teacher Development	
Students will analyze cultural works of literature, examining how they draw on themes, patterns of events or character types. Students will be able to identify and discuss the differing structures of these texts as well as analyze their contribution to New Mexico society today and in the past.	<ul style="list-style-type: none"> ● character types – a common types of person, animal or figure represented in a literary work ● cultural – related to the beliefs, customs, values, and activities of a particular group of people at a particular time ● oral tradition – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another ● patterns of events – a series of actions that together show how things normally happen or are done 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● analyze a pattern of events in a story and discuss what that tells the reader about the setting and characters in that story. ● identify how a story’s structure differs from other stories and describe the impact of the author’s choice. 		

6.b		
Grade	NMSS Domain	
6	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 6 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 7.B, 8.B
Clarification Statement	Vocabulary for Teacher Development	
Students will read works of Hispanic and Native American text and analyze how the work shows the heritage, tradition, attitudes and beliefs of the author. They will be able to identify how these works apply to New Mexico society today and in the past.	<ul style="list-style-type: none"> ● attitude – a settled way of thinking or feeling about someone or something ● belief – a firmly held opinion or conviction ● heritage – practices or characteristics that are passed down through the years, from one generation to the next ● tradition – a longstanding custom or practice 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify in a text where an author is showing specific beliefs or attitudes. ● analyze what specific traditions described in a text tell the reader about the environment in which they are practiced. 		

6.c		
Grade	NMSS Domain	
6	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 6 students will compare a cultural value as portrayed in literature with a personal belief or value.	<i>Previous Grades:</i> 5.C	<i>Future Grades:</i> 7.C, 8.C
Clarification Statement	Vocabulary for Teacher Development	
Students will analyze how a piece of literature shows a cultural value. Students will self-examine and determine if they share this same value(s) personally and be able to identify how their values/beliefs differ from and adhere to those shown in a story.	<ul style="list-style-type: none"> ● cultural value – one of a set of core principles and ideals upon which an entire community exists ● personal value – a broad desirable goal that motivates people's actions and serves as a guiding principle in their lives 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify how a cultural value is shown through a piece of literature. ● reflect on and describe their own personal values/beliefs. ● compare how their personal values/beliefs are similar to and different from a cultural value in a story through writing and discussion. 		

RL.6.4



Anchor Standard: Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade	CCSS Domain	CCSS Strand		
6	Reading: Literature (RL)	Craft and Structure		
Standard		Vertical Alignment		
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.		<table border="1"> <tr> <td data-bbox="829 764 1170 926"><i>Previous Grades:</i> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4</td> <td data-bbox="1170 764 1520 926"><i>Future Grades:</i> RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4</td> </tr> </table>	<i>Previous Grades:</i> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4	<i>Future Grades:</i> RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4
<i>Previous Grades:</i> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4	<i>Future Grades:</i> RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4			
Clarification Statement		Vocabulary for Teacher Development		
Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text.		<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● recognize what figurative language symbolizes. ● identify different kinds of figurative language. ● analyze how figurative language affects the tone of a poem. 				

RL.6.5		
	<p>Anchor Standard: Craft and Structure</p> <p><i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
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.	<p><i>Previous Grades:</i> RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5</p>	<p><i>Future Grades:</i> RL.7.5, RL.8.5, RL.9-10.5, RL.11-12.5</p>
Clarification Statement	Vocabulary for Teacher Development	
Students examine how a specific sentence, chapter, stanza, scene, or section fits as part of the whole text and adds to the development of the text’s theme, setting, or plot.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● chapter – the main division within a book ● examine – to inspect or scrutinize carefully ● plot – the sequence of events in a story, play, movie, etc. ● setting – the time and place of the action in a book, play, story, etc. ● stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● explain how paragraphs build on one another in a text. ● understand how lines of a poem contribute to structure. 		

- explain how the stanza contributes to the overall theme.

RL.6.6		
	<p>Anchor Standard: Craft and Structure</p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Explain how an author develops the point of view of the narrator or speaker in a text.	<p><i>Previous Grades:</i> RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6</p>	<p><i>Future Grades:</i> RL.7.6, RL.8.6, RL.9-10.6, RL.11-12.6</p>
Clarification Statement	Vocabulary for Teacher Development	
Students describe how an author constructs the point of view of the speaker or narrator in a text.	<ul style="list-style-type: none"> ● point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given their orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● explain how an author develops the point of view. ● understand how an author chooses structure to develop a text. ● highlight key sentences or words that support the author’s point of view and discuss how the author developed the point of view. 		

RL.6.7		
	<p>Anchor Standard: Integration of Knowledge and Ideas <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<i>Previous Grades:</i> RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7	<i>Future Grades:</i> RL.7.7, RL.8.7, RL.9-10.7, RL.11-12.7
Clarification Statement	Vocabulary for Teacher Development	
Students note similarities and differences about their experiences reading a story, play, or poem versus listening to or watching the same text in a recorded or live adaptation. Students explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching.	<ul style="list-style-type: none"> ● compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar ● contrast – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar ● drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue ● poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		

- compare how authors present information on the same topic.
- identify how two authors present information differently.
- write short summaries about the similarities and differences between two versions of a story (i.e. a written text and a recorded or live audio version).

RL.6.9		
	<p>Anchor Standard: Integration of Knowledge and Ideas <i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9	<i>Future Grades:</i> RL.7.9, RL.8.9, RL 9-10.9, RL 11-12.9
Clarification Statement	Vocabulary for Teacher Development	
Students analyze texts in different formats or genres by explaining the similarities and differences in how each text addresses similar themes and topics. Formats include stories, poems, novels, etc. Genres include historical fiction, fantasy, mystery, etc.	<ul style="list-style-type: none"> ● approaches – the particular decisions an author makes when deciding how to present a topic ● compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar ● contrast – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar ● genre – a category or type of literature or art characterized by similarities in form, style, and subject ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores ● topic – the subject or matter being discussed or written about in a text, speech, etc. 	

Students Who Demonstrate Understanding Can...

- use two-column notes (i.e., a T chart) to compare and contrast the texts' approaches to similar themes and topics.
- identify the differences between two texts that address the same theme or topic.
- discuss how one writer approaches a topic or theme with a different perspective from another writer.

RL.6.10

	<p>Anchor Standard: Range of Reading Level and Text Complexity <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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6	Reading: Literature (RL)	Range of Reading Level and Text Complexity
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Standard	Vertical Alignment
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<p>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.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"><i>Previous Grades:</i> RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.7.10, RL.8.10, RL.9-10.10, RL.11-12.10</td> </tr> </table>	<i>Previous Grades:</i> RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10	<i>Future Grades:</i> RL.7.10, RL.8.10, RL.9-10.10, RL.11-12.10
<i>Previous Grades:</i> RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10	<i>Future Grades:</i> RL.7.10, RL.8.10, RL.9-10.10, RL.11-12.10		

Clarification Statement	Vocabulary for Teacher Development
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<p>By the end of grade 6, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p>	<ul style="list-style-type: none"> independently – on one’s own, without aid from another (such as a teacher) proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands
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of the task itself)

Students Who Demonstrate Understanding Can...

- use a reading strategy or keep a given purpose in mind, such as finding responses to discussion questions, to help them monitor their comprehension.
- record personal connections to the text, connections to other texts and connections to history or current events in a graphic organizer while reading.
- discuss their connections with partners or in small groups.

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RL.6.1, RL.6.2, RL. 6.3, and NMSS C**
 - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
 - VABB Analysis with Example Questions and Exemplar Student Responses
 - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to RL.6.6**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Key Ideas and Details
Sample Task #1 (Constructed Response)		
<p>After reading <i>Counting on Grace</i> by Elizabeth Winthrop and <i>Iqbal</i> by Francesco D’Adamo, students must respond to the following prompt:</p> <p>Part 1: Imagine that Grace from <i>Counting on Grace</i> and the narrator of <i>Iqbal</i> met each other. Based on what you learned of each character, write out the conversation they might have had with each other about child labor. As you write the dialogue of the conversation, be sure that you make the following clear:</p> <ol style="list-style-type: none"> 1) whether they agree or disagree on the use of child labor 2) the arguments each one would use for or against it 3) where they might find common ground <p>Use details and events from the texts to guide your response so the characters remain similar to those that the original authors created and are distinct from your own personal opinions/judgments.</p> <p>Part 2: What cultural values of Grace and Iqbal are made clear through these texts? Do you agree with their cultural values or do you have different personal values? Explain using specific details about where your personal values do or do not match with the cultural values of both Grace and Iqbal.</p>		
Exemplar Student Responses		
RL.6.1 RL.6.2 RL.6.3 NMSS C	<p>An exemplar student response would include some/all of the following:</p> <ul style="list-style-type: none"> • Grace would say that she may be leaning toward stopping the use of child labor but also sees how it might be necessary in some cases, while the narrator of <i>Iqbal</i> would argue to abolish the practice. <ul style="list-style-type: none"> ◦ Evidence includes Grace’s point that the incomes help families. But she also points out acts that are dangerous to children, thus the conflict in her thoughts. ◦ Evidence includes actions taken by the children in <i>Iqbal</i> to stop the practice (learning to read so they can understand the flier, organizing a fight to allow Iqbal to escape and notify authorities) • Grace would state her belief that inspectors/authorities won’t make a difference (she mentions the children hide when inspectors arrive), but the narrator of <i>Iqbal</i> would explain that authorities will make a difference and stages a fight so that Iqbal can escape and notify them. • Both characters would agree that education suffers. Grace believes Miss Lesley when she mentions the importance of an education. The children in <i>Iqbal</i> have to teach each other to read without any formal schooling or supplies. 	
	DOK	Blooms
	Level 3	Analyzing

Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> • Students will cite textual evidence as they create their conversations to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will write a conversation that is based on a reading of the text distinct from personal opinions or judgments. • Students will follow how the idea of child labor is introduced, illustrated, and elaborated in a text in order to create authentic conversations between the characters. • Students will identify cultural values shown through a text and compare their personal values to them. 	<ul style="list-style-type: none"> • Students may pose questions that are unrelated to the major events presented in the text. • Students may respond to questions presented with personal experience/ details from their own lives

Evidence of Text Complexity and Cultural and Linguistic Responsiveness	
<p>RL.6.1 RL.6.2 RL.6.3 NMSS C</p>	<p>Text Summary and evidence of Complexity:</p> <ul style="list-style-type: none"> • When young Iqbal is sold into slavery at a carpet factory, his arrival changes everything for the other overworked and abused children there. It is Iqbal who explains to them that despite their master's promises, he plans on continuing to use them for child labor/slavery indefinitely. But it is also Iqbal who inspires the other children to look to a future with freedom. • <i>Iqbal</i> by Francesco D'Adamo is worthy of students' time to read and also meets the expectations for text complexity at Grade 6. The Lexile level is 870 and the overall qualitative complexity places it in the Grade 6 band.
	<p>Evidence of Cultural and Linguistic Responsiveness:</p> <ul style="list-style-type: none"> • Who is represented in the text used to assess this cluster of standards? Pakistani children, low income children, child slaves/laborers, and marginalized groups who have suffered through oppression of more powerful groups. • How are those groups and individuals portrayed? These groups are portrayed as courageous, freedom-seeking, and strong. The protagonist, Iqbal, is portrayed as a rebellious freedom seeker. It is told through the voice of Fatima, a brave female character, whose life was changed by Iqbal's actions. The groups are portrayed as subversive to the establishment and fighting against injustices. • Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The text illustrates Iqbal as a complicated character who is attempting (and is successful) at fighting for human rights and equality. It pushes the reader to think about injustices that have been challenged, and that are now seen as inhumane. It asks critical questions about injustices in cultures,

and it celebrates the successes that marginalized groups (low income, laborers) have had. The linguistic diversity is not as apparent.

- **What supports are provided to teachers to identify blind spots?**

The supports are minimal. Supportive resources would include information on child labor practices and Pakistani history.

- **How is this text culturally/linguistically responsive?**

This text is culturally responsive because one of the main characters is a person of Pakistani descent who represents overcoming unfair, inhumane treatment with success. It shows how the challenges the character overcame positively impacted generations. During instruction, you will want to make connections to similar inhumane and unfair treatments as well as how marginalized groups are able to overcome hardships.

VABB Analysis		
RL.6.1 RL.6.2 RL.6.3 NMSS C	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p>Question: How does the author portray Iqbal? Why does he portray Iqbal in this way?</p> <p>ESR: The author portrays Iqbal as courageous and egalitarian as he voluntarily goes to the carpet factory to pay for his brother’s medical expenses. The author shows that Iqbal has motivation for freedom as he fights for justice with his fellow laborers. This portrayal provides support for the theme of freedom and justice.</p>	<p>Question: Iqbal grows up to become a lawyer who fights against child exploitation. What does this show about overcoming hardship and continuing to help others?</p> <p>ESR: Iqbal’s choice shows that while circumstances can appear overwhelming at first, an individual can fight against hardship with perseverance, alongside the collective push for justice. It shows how the characters in the book worked together to fight to escape child exploitation, and are continuing the fight for freedom. The book shows that courage, bravery, and freedom are continual themes and ideas.</p>
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: What can we learn from Iqbal’s actions and choices throughout the text ?</p> <p>ESR: We can learn that through our own courageous actions and choices, communal support will build for justice, fairness, and freedom. Iqbal’s actions show that overcoming obstacles and demonstrating bravery will inspire others to follow suit. It shows that our choices are not isolated; our choices are part of a collective community.</p>	<p>Question: What is an example of bravery in your own life/community where someone has stood up for justice or freedom? How did this example of bravery gather support from others?</p> <p>ESR: Responses may vary. Encourage students to think of times when they or their local community stood up for justice/fairness/equity, even though it was unpopular or frightening at the time. Connections can be deepened by having students think about how their choices gained popularity as others began to show support.</p>

Layer 1: Universal Supports

High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
 - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
 - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
 - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

Universal Supports

The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.

Tier 2 Vocabulary to Preteach

Word: accentuating; implacable

Think Aloud: Accentuate means to make something stand out. It allows one part of something to stand out more than another part.

Implacable means unstoppable. An object or idea that is implacable is extremely difficult or impossible to stop.

Text Dependent Question

Question: When Iqbal is released from The Tomb, how does he explain what courage is?

ESR: When Iqbal is released from The Tomb, the other children praise his courage but question if it was worthwhile. Iqbal explains that because the children helped him when he was in The Tomb, they were courageous as well. He says, “You all took risks, coming out at night to help me...if master had discovered you, what would you have gotten out of it?” Iqbal's actions and words show that courage presents itself in different ways.

Tier 2 Vocabulary:

“Iqbal appeared one morning just as summer was about to begin. The sun was high and warm, and its long beams of light caught the eddying dust in the workroom. Two beams crossed right in the middle of my carpet, accentuating the bright colors, and I imagined they were swords clashing in a mortal duel. One was the sword of the good hero; the other was of an evil villain. My hands, as they made knots, could give the hero's sword a slight advantage, moving the other made knots could give the hero's sword a slight advantage, moving the other sword away for a brief second, but the implacable evil sword returned.”

From Chapter 2 of *Iqbal* by by Francesco D’Adamo

[Link to Full Text](#)

Text Dependent Question:

Iqbal was released from the Tomb three days later. When we saw him walk across the courtyard on wobbly legs, blinded by the light, his arms covered with angry insect bites, we pitied him, but we were proud, too. We would have liked to cheer and applaud, but Hussain's grim eyes warned us to keep quiet. The master gave Iqbal a day and a night to rest, and we held back our curiosity and respected his fitful sleep. We took turns watching over him and soothing his pain by sponging him with cool water. We could see that Iqbal would recover quickly, thanks to our nightly visits, the food, the water, and those oranges that Ali had stolen from the garden for him.

"Brother," said Salman one morning when Iqbal finally returned to work, "you were really strong. Nobody has ever had the courage to do something like that to Hussain Khan. Do you realize how angry he still is about the carpet? But you were also foolish. What have you gained by destroying the carpet? Three days in the Tomb, that's all."

"You all took risks, coming out at night to help me," Iqbal replied. "If the master had discovered you, what would you have gotten out of it?"

"What has that got to do with anything?" asked Salman.

"We did it for you."

"Well," said Iqbal, "and I did it for you, in a certain sense, as well as for me."

"What do you mean?" I asked.

"It means that this kind of life isn't right. We should return to our families; we shouldn't be chained to our looms and forced to work like slaves."

From Chapter 2 of *Iqbal* by by Francesco D'Adamo

[Link to Full Text](#)

Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Craft and Structure
RL.6.6	Sample Task #2 (Constructed Response)	
	<p>After reading “The Curse of the Poisoned Pretzel” by Paul Haven students must respond to the prompt: In this story, the reader is strongly encouraged to believe that Skidmore is guilty of poisoning his brother Manchester. Explain several ways that the author develops this point of view without actually stating that Skidmore is guilty. Be sure to use evidence from the text to support your response.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● A well supported response will include some or all of the following ideas: <ul style="list-style-type: none"> ○ The author states outright that Skidmore hated Manchester (paragraphs 5 and 7) ○ Skidmore felt insulted by his brother’s gum business and jealous of his success (para. 7) ○ Skidmore chooses to look creepy—he wears a black overcoat and too-big hats (para. 6) ○ He hides his eyes, suggesting he cannot be trusted (para. 6) ○ Author uses sinister language for Skidmore. “His eyes were hidden in shadow” (para. 6); he “crept up to his brother and pulled something out from beneath his jacket” (para 8) ○ The curse is real; the Sluggers have lost for 107 years in a row, which suggests that somebody is being punished for something! 	
	DOK	Blooms
	Level 3	Analyzing
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students will analyze how the author develops a point of view. ● Students will use evidence from the text to help develop and support their ideas. 	<ul style="list-style-type: none"> ● Students may give their personal opinion of Skidmore’s guilt instead of focusing on how the author develops a point of view. ● Students may think they have to find outright evidence proving Skidmore’s guilt versus seeking evidence for the author’s point of view on Skidmore’s guilt.

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Craft and Structure
RL.6.4	<p>What impact does the phrase “I made a bargain with myself” in paragraph 5 have on the meaning of the story “Enigma”?</p> <p>A. The phrase allows the narrator to compare herself to Maria. B. The phrase helps establish the narrator’s initial contact with Isabel. C. The phrase helps identify the narrator’s problem with other characters. D. The phrase provides the narrator the opportunity to introduce more characters.</p> <p>Text Reference: "Enigma, Part I" from Cogna</p> <p>Read this sentence from paragraph 24 of the story “Enigma.”</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>For a moment I could see the back of her head, then in an instant, she was gone, enveloped by a sea of people.</p> </div> <p>What does the word “enveloped” mean?</p> <p>A. surrounded by B. wrapped up in C. covered by D. fenced in</p> <p>Text Reference: "Enigma, Part I" from Cogna</p>	
RL.6.5	<p>Why does the author include Part II of the story “Enigma”?</p> <p>A. to introduce a new character B. to show the struggle of the main character C. to indicate the beginning of a new problem D. to provide a sense of completion to the plot</p> <p>Text Reference: "Enigma, Part II" from Cogna</p> <p>Which pair of details from the story “Enigma” represent the climax and the resolution of the story?</p>	

- A. "This food is not very appealing,"
"I have decided that I am bringing my lunch tomorrow."
- B. "Hi," I said."
"The next morning Isabel noticed an envelope sticking out from the corner of her locker."
- C. "I was stunned she was giving me her notebook,"
"I can't believe how lifelike these pictures are."
- D. "Where were you?" she asked."
"I had to get something from the principal's office."

Text Reference: ["Enigma, Part I"](#) and ["Enigma, Part II"](#) from Cognia

Grade	CCSS Domain	CCSS Strand
6	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.6.9	<p>How do the points of view of Henry Wadsworth Longfellow’s poem "Paul Revere’s Ride" and Grant Wood’s “The Midnight Ride of Paul Revere” differ:</p> <p>A. The poem provides first person details of Revere’s ride, whereas the painting illustrates broader details of the ride.</p> <p>B. Both the poem and the painting provide clear, intimate details of the night of Revere’s midnight ride.</p> <p>C. Both the poem and the painting provide a broader, birds eye view of the midnight ride of Paul Revere.</p> <p>D. The poem provides a general sense of what happened the night of the ride, and the painting captures precise details of Revere’s ride.</p> <p>Text References: Henry Wadsworth Longfellow’s “Paul Revere’s Ride” Grant Wood’s “The Midnight Ride of Paul Revere”</p> <p>Students compare and contrast Henry Wadsworth Longfellow’s fictionalized portrayal of Paul Revere’s midnight ride during the American Revolutionary War in his poem “Paul Revere’s Ride” to historical accounts of the same time period (using materials detailing the Revolutionary War from sources such as The Paul Revere House) in order to gain a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.</p> <p>Text References: Henry Wadsworth Longfellow’s “Paul Revere’s Ride” The Paul Revere House</p>	

Text Reference for MC Assessment Item RL.6.4

**Enigma
(Part I)**

- 1 "That poor girl," my best friend, Maria, said. "She sits alone every day."
- 2 I didn't have to glance over at her. I had noticed her before. She wore her brown hair swept to the side and brought her lunch to school every day. I was so intrigued by her secretive behavior that I had even tried to draw a picture of her once or twice. I wished I could have her sense of mystery, but I was just your average sixth grader. I knew she always sat at the last lunch table, the one closest to the windows. I would often find her gazing toward the road as if she planned to travel to a distant land, or so I imagined. The only thing anyone really knew about her was that she moved to our town a month into the school year.
- 3 I nodded to Maria that I knew who she was talking about, but she had already changed the subject. She jabbed her salad with her fork trying to decide which vegetable she should eat first.
- 4 "This food is not very appealing," she said, raising her eyebrows at me. Maria could be so particular sometimes.
- 5 When I looked over Maria's shoulder I could still see the girl. She had finished eating and had crumpled her brown paper bag into a little ball. I made a bargain with myself: If she looked up before I finished chewing my apple, I would casually saunter over and talk to her. If she didn't, I would spend the rest of the lunch period convincing Maria that she should eat her tomatoes.
- 6 The girl's eyes flicked up and met mine. Between my table and hers, kids were getting up and filing toward the trash barrels. The boys were shoving each other in the back with their trays. Then I couldn't see the girl anymore, but I could still sense her looking at me.
- 7 "*Vámonos*, let's go. I have decided that I am bringing my lunch tomorrow. I can't wait until the school upgrades their lunch choices," Maria rambled on and on while checking her teeth for leftover food in the little mirror she kept in her pocket. "I wonder whether we could get a pass to eat lunch at my house? My sister attends a high school where she can go out to eat. Wouldn't it be great if we could do that?"
- 8 "Go on ahead," I said, "I'll be there in a minute," as I pretended I was looking for something under the table.
- 9 Maria wavered for a moment, walking back and forth a few times as if she did not know what to do, but then finally walked away.
- 10 Once I was confident Maria wasn't going to turn back around, I walked to the girl's table, keeping my eyes focused solely on the ground so nobody would talk to me. The girl had a pencil and a notebook out, the kind with the marble-looking cover we used back when we were in elementary school. Her fingers held the pencil ever so gently, like a mother stroking the head of her newborn baby.
- 11 "Hi," I said.
- 12 As the girl looked up, with one hand she flipped her notebook closed.
- 13 "Hello," she said.
- 14 "What are you writing?" I asked.

- 15 She looked down at the notebook. Then, she slid it across the table toward me.
- 16 I was stunned she was giving me her notebook, but I sat down and flipped open the cover. On the first page I saw a drawing of our math teacher, Mrs. O'Connor, opening her eyes wide like she does when she's asking a hard question, as if she's trying to send you the answer telepathically. On the top of the opposite page I saw a drawing of a few isolated shapes. At the bottom I realized that the shapes formed the face of a man. I knew this person, but I could not remember where I had seen him before.
- 17 "I can't believe how lifelike these pictures are. They are really great," I said.
- 18 "Thanks," the girl said assertively. "I'm Isabel."
- 19 "Do you mind if I take a look at the other drawings in your book? I am an artist and I love to write stories, but I don't have half the talent for drawing that you do."
- 20 "No, I don't mind if you look at my sketches. You are exaggerating about my skills, though. I'm sure if we compared our work, you will find that your work is just as good as mine is." Isabel spoke with such certainty and knowledge.
- 21 "Girls! Next period!" a teacher shouted from across the room, pointing at us.
- 22 Isabel held her notebook close to her chest and walked toward the doors and away from me. The next grade was starting to file in for lunch, and the bell would ring at any minute. I thought about my friend Maria and all of the adventures we'd had together, but I'd never shown her my drawings. I was perplexed by Isabel's openness to share her drawings and my willingness to mention my art to her.
- 23 "Wait! My name is. . ." I began to say.
- 24 Isabel could not hear me. Everyone hurried along. For a moment I could see the back of her head, then in an instant, she was gone, enveloped by a sea of people.
- 25 When I finally arrived at sixth period, Maria poked me in the side. "Where were you?" she asked.
- 26 "I had to get something from the principal's office," I said. It was the first time I was dishonest with Maria.

Text Reference for MC Assessment Item RL.6.5

**Enigma
(Part II)**

- 27 The next morning Isabel noticed an envelope sticking out from the corner of her locker. She tucked her books under her left arm as she opened the envelope with her right hand. She flicked the sheet of paper that was inside of the envelope to see what it was. There, staring back at her was a picture of a faceless girl, dressed in a white dress with a message underneath that read: *Me llamo Lucia*. My name is Lucia.

"Enigma" © 2012 by Cognia, Inc.

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

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

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
 - [Planning Literacy Instruction with MLSS Guide](#)
 - [Choosing a Complex Text](#)
 - [Text Dependent Questions with Complex Texts](#)
 - [Vocabulary Instruction with Complex Texts](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)

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

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RI.6.1 ○ CCSS.RI.6.2 ○ CCSS.RI.6.3 ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RI.6.4 ○ CCSS.RI.6.5 ○ CCSS.RI.6.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RI.6.7 ○ CCSS.RI.6.8 ○ CCSS.RI.6.9 ○ NMSS.6.1 ○ NMSS.6.2 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RI.6.10
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RI.6.1			
	Anchor Standard: Key Ideas and Details <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>		
Grade	CCSS Domain	CCSS Strand	
6	Reading: Informational (RI)	Key Ideas and Details	
Standard		Vertical Alignment	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<i>Previous Grades:</i> RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1</td> </tr> </table>	<i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1
<i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1			
Clarification Statement		Vocabulary for Teacher Development	
Students use evidence from the text to support their analyses of what the text directly and indirectly states.		<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation ● inference – a conclusion derived from logical reasoning following an investigation of available evidence ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● draw conclusions using details from a text. ● determine how details support a central idea. ● explain how details support inferences. 			

RI.6.2		
	Anchor Standard: Key Ideas and Details <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2	<i>Future Grades:</i> RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2
Clarification Statement	Vocabulary for Teacher Development	
Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments.	<ul style="list-style-type: none"> ● central idea – the unifying concept within an informational text to which other elements and ideas relate ● conveyed – to make an idea or feeling known to another person; to carry over from one to another ● summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify how details contribute to the theme. ● identify a central argument and the supporting evidence. ● explain how a title reflects the central idea of a text. ● craft an unbiased summary of the text that clearly illustrates the relationship between supporting details and the overall central idea of the work. 		

RI.6.3		
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><i>Previous Grades:</i> RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3</p>	<p><i>Future Grades:</i> RI.7.3, RI.8.3, RI.9-10.3, RI.11-12.3</p>
Clarification Statement	Vocabulary for Teacher Development	
Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or apparent, and how it is developed by using examples, anecdotes, or descriptions.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● event – a thing that happens; an occurrence ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify how an author introduces an idea. ● explain how an author elaborates on ideas. ● determine how details support inferences. 		

RI.6.4				
	Anchor Standard: Craft and Structure <i>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Reading: Informational (RI)	Craft and Structure		
Standard		Vertical Alignment		
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <i>Previous Grades:</i> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4 </td> <td style="padding: 5px;"> <i>Future Grades:</i> RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4 </td> </tr> </table>	<i>Previous Grades:</i> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4	<i>Future Grades:</i> RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
<i>Previous Grades:</i> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4	<i>Future Grades:</i> RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4			
Clarification Statement		Vocabulary for Teacher Development		
Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole.		<ul style="list-style-type: none"> analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> circle unknown words and underline any context that could provide insights into the meanings of the words. discuss the relationships between the author’s word choices and the overall meaning of a piece. 				

RI.6.5		
	Anchor Standard: Craft and Structure <i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5	<i>Future Grades:</i> RI.7.5, RI.8.5, RI.9-10.5, RI.11-12.5
Clarification Statement	Vocabulary for Teacher Development	
Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● chapter – the main division within a book ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● explain how a sentence fits as part of a paragraph. ● analyze how a paragraph fits into the chapter or section of text and adds to the development of an idea. ● determine specific sentences that are key to a paragraph and explain why. 		

RI.6.6		
	<p>Anchor Standard: Craft and Structure <i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<i>Previous Grades:</i> RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6	<i>Future Grades:</i> RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6
Clarification Statement	Vocabulary for Teacher Development	
Students establish the author's beliefs about a subject or their reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.	<ul style="list-style-type: none"> ● conveyed – to make an idea or feeling known to another person; to carry over from one to another ● point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given their orientation (physically and/or mentally) to the events or information; the vantage point ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● explain how an author develops a point of view. ● annotate, (by highlighting or underlining), specific words and describe what those words tell them about an author's view. ● highlight sentences that provide clues explaining why an author wrote a text. 		

RI.6.7				
	<p>Anchor Standard: Integration of Knowledge and Ideas <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>			
Grade	CCSS Domain	CCSS Strand		
6	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7</td> <td style="padding: 5px;"><i>Future Grades:</i> RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7</td> </tr> </table>	<i>Previous Grades:</i> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7	<i>Future Grades:</i> RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7
<i>Previous Grades:</i> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7	<i>Future Grades:</i> RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7			
Clarification Statement		Vocabulary for Teacher Development		
Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.		<ul style="list-style-type: none"> coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively –in such a manner that allows something to be measured in terms of descriptive experience and reflection) topic – the subject or matter being discussed or written about in a text, speech, etc. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> identify how a graphic supports a text. determine how graphics relate to a text. identify how graphics and a text support claims. explain how graphics support the central ideas of a text. 				

RI.6.8		
	<p>Anchor Standard: Integration of Knowledge and Ideas <i>R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8	<i>Future Grades:</i> RI.7.8, RI.8.8, RI.9-10.8, RI.11-12.8
Clarification Statement	Vocabulary for Teacher Development	
Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.	<ul style="list-style-type: none"> ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth ● evaluate – to determine quality or value after careful analysis or investigation ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		

- determine how an author uses evidence to support arguments.
- identify how evidence supports a claim.
- analyze whether or not a claim is supported by evidence

RI.6.9				
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>			
Grade	CCSS Domain	CCSS Strand		
6	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
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).		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9</td> <td style="padding: 5px;"><i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9</td> </tr> </table>	<i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9	<i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9
<i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9	<i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9			
Clarification Statement		Vocabulary for Teacher Development		
Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).		<ul style="list-style-type: none"> compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar event – a thing that happens; an occurrence 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> identify how two authors present information differently. compare how authors present information on the same topic. identify differences in how authors present information in texts. 				

6.1

Grade		NMSS Domain	
6	Reading: Informational Text (RI)		
Standard		Vertical Alignment	
Students in Grade 6 will distinguish between primary and secondary sources.		<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 7.1, 8.1
Clarification Statement		Vocabulary for Teacher Development	
Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic.		<ul style="list-style-type: none"> ● primary source – immediate, first-hand account of a topic, from people who had a direct connection with it ● secondary source – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present. 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● identify the key characteristics of a primary source and secondary source. ● compare a primary source and secondary source on the same topic and analyze the difference in tone, structure, and point of view. 			

6.2		
Grade	NMSS Domain	
6	Reading: Informational Text (RI)	
Standard	Vertical Alignment	
Students in Grade 6 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	<i>Previous Grades:</i>	<i>Future Grades:</i> 7.2, 8.2
Clarification Statement	Vocabulary for Teacher Development	
Students can explain how the media use specific techniques of propaganda, bias and stereotyping to influence an audience’s perception of a topic.	<ul style="list-style-type: none"> ● bias – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair ● media – various means of communication such as newspapers, television, and the Internet ● propaganda – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view ● stereotyping – using a set idea about what a particular type of person is like, especially an idea that is wrong 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● differentiate between propaganda, bias and stereotyping and identify and analyze examples of each. ● compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias, and stereotyping in each. 		

RI.6.10

	<p>Anchor Standard: Range of Reading Level and Text Complexity <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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6	Reading: Informational (RI)	Range of Reading Level and Text Complexity
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Standard	Vertical Alignment
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<p>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Previous Grades:</i> RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10</p>	<p><i>Future Grades:</i> RI.7.10, RI.8.10, RI.9-10.10, RI.11-12.10</p>
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Clarification Statement	Vocabulary for Teacher Development
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<p>By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p>	<ul style="list-style-type: none"> ● independently – on one’s own, without aid from another (such as a teacher) ● informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) ● proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader
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and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Students Who Demonstrate Understanding Can...

- use a strategy or keep a purpose in mind to monitor their comprehension.
- annotate expository texts, marking passages for connections, interpretations, and confusions.
- write in journal entry-form thoughts they had while independently reading.

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RI.6.1, RI.6.2, and RI.6.3**
 - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
 - VABB Analysis with Example Questions and Exemplar Student Responses
 - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to RI.6.5**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Sample Task #1 (Constructed Response)		
<p>After reading “The History of Earth Day” by Amanda Davis, students must answer: Based on information in both texts and the video, write an essay arguing whether Gaylord Nelson’s original concerns have been adequately addressed. Be sure to use details from the text as you craft your response.</p>		
Exemplar Student Responses		
RI.6.1 RI.6.2 RI.6.3	<ul style="list-style-type: none"> ● Exemplar precise student response where student does the thinking and references text evidence: <ul style="list-style-type: none"> ○ Pro: <ul style="list-style-type: none"> ■ Nelson’s concerns have been addressed in that many more people became concerned about the environment. <ul style="list-style-type: none"> ● Millions of people became aware of concerns: “On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson’s demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.” ● Even internationally, concerns were acknowledged: “On March 21, 1971, the UN Secretary General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.” ● Generations will continue to fight for the environment: “younger generations continue his fight to preserve the world’s environment.” ○ Con: <ul style="list-style-type: none"> ■ Nelson’s concerns have not been addressed in that: <ul style="list-style-type: none"> ● Clearly there are still concerns as people continue to have to fight for the environment: “as younger generations continue his fight to preserve the world’s environment.” 	
	DOK	Blooms
	Level 4	Evaluating
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students will cite textual evidence to support their analysis of whether the original essayists’ concerns have been met. ● Students will analyze a key idea and make a 	<ul style="list-style-type: none"> ● Students may summarize the information in the text without making a strong claim in response to the question. 	

	determination based on details in the text.	
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	Evidence of Text Complexity and Cultural and Linguistic Responsiveness	
RI.6.1 RI.6.2 RI.6.3	<u>Text Summary and evidence of Complexity:</u>	
	<ul style="list-style-type: none"> • The text describes the actions and motivations of Gaylord Nelson regarding the creation of Earth Day. It discusses how he approached President John F. Kennedy as well as the protests and demonstrations supporting the creation of Earth Day. The text gives a short overview of Nelson's actions and broad support towards the creation of Earth Day. • “The History of Earth Day” by Amanda Davis is worthy of students’ time to read and also meets the expectations for text complexity at Grade 6 at the lower end of complexity for the grade band and therefore is most appropriate for grade 6. Some vocabulary may be challenging but there is strong context for students to determine meaning. 	
	<u>Evidence of Cultural and Linguistic Responsiveness:</u>	
	<ul style="list-style-type: none"> • Who is represented in the text used to assess this cluster of standards? In the text, it centers how the idea of one person can gain support and momentum; it shows how a small, grassroots idea can become larger with protesting, awareness, and support. The text asks, “What if the rain forests, and all of the exotic plants and colorful animals that call it home, suddenly did not exist?” This shows representation from across the global community and biodiversity. • How are those groups and individuals portrayed? These individuals and groups are portrayed as successful with the creation of Earth Day. Nelson gathers support from various groups and individuals, and they are portrayed in a positive, peaceful way. The demonstrators are portrayed as motivated and successful with their ideas and support. • Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The text provokes critical questions about gathering support from grassroots organizations/communities, and taking an idea to a global level. It represents a global community, which includes marginalized groups. However, the text struggles to provoke direct questions about the cultural and linguistic diversity of marginalized groups. • What supports are provided to teachers to identify blind spots? There are a few teacher supports in the text. The emphasis of the expansion of the grassroots movement component would address blind spots. This text would represent cultural and linguistic diversity more responsively when presented with other texts (examining different viewpoints). Incorporating biodiversity and recognizing the values of other cultures would help. Teachers may want to bring up local grassroots movements to help address blind spots. • How is this text culturally/linguistically responsive? This text is culturally responsive because it shows how a grassroots movement can bring awareness and change. It shows how a small idea can become a globally recognized idea with awareness support. The text also demonstrates how an idea can impact future generations. 	

VABB Analysis		
RI.6.1 RI.6.2 RI.6.3	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p>Question: Why does the author pose the question “What if the rain forests, and all of the exotic plants and colorful animals that call it home, suddenly did not exist?” How does this intrigue the reader?</p> <p>ESR: The author poses this question to include every human on earth with the concept of Earth Day, and to draw on the collective biodiversity of our home. This intrigues the reader as it includes everyone as an individual entity that is an equal part of the collective.</p>	<p>Question: Why was Nelson able to get so much support for his demonstration on April 22, 1970? What does this show us about communication and inclusivity?</p> <p>ESR: Nelson was able to get so much support (20 million people) for his demonstration because he extended an invitation to include everyone. He communicated clearly that every person has an equal voice and an equal place. It shows that inclusivity is powerful.</p>
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: “The History of Earth Day” shows how one idea can generate communal and global change. How did Nelson generate change? What is a connection the reader can make about one idea generating change?</p> <p>ESR: Nelson generated change by taking a concern that he had, amplifying his idea, and garnering support for it. The reader can connect to this idea by reflecting on an idea (or issue) they have, and how they want to change the status quo.</p>	<p>Question: What do Nelson’s actions and choices show us with regards to our personal, local, and global communities? What is a current school/local issue that the reader could get collective support on?</p> <p>ESR: Nelson’s actions show that by reaching out to others, communicating, and collaborating, an individual idea can gather grassroots support. Nelson’s choices demonstrate the power that one voice can have on the personal, local, and global level.</p> <p>Note: Student responses may vary on the second question. Students could think about current issues at school or in their communities, and how to raise awareness and support on these ideas/issues.</p>

Layer 1: Universal Supports

High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
 - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
 - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
 - Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.

Universal Supports

The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.

Tier 2 Vocabulary to Preteach

Word: international

Think Aloud: International means an idea or event that is known across the globe.

Text Dependent Question

Question: How did Gaylord Nelson gather support for the establishment of Earth Day?

ESR: To gather widespread support for the establishment of Earth Day, Nelson invited everyone during a 1969 Seattle conference to attend a nationwide grassroots demonstration. During the demonstration, more than 20 million people attended. With all of the attention, he was able to gain support and on March 21, 1971, Earth Day became an official international holiday.

Tier 2 Vocabulary:

“On March 21, 1971, the UN Secretary-General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.”

“The History of Earth Day” by Amanda Davis

[Link to Full Text](#)

Text Dependent Question:

“It was September of 1969, at a conference in Seattle, when Nelson announced that he would stage a nationwide grassroots demonstration on behalf of the environment the next spring. He invited everyone in the audience to attend.

On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson's demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.

On March 21, 1971, the UN Secretary-General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their

communities.”

“The History of Earth Day” by Amanda Davis

[Link to Full Text](#)

Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
RI.6.5	Sample Task #2 (Constructed Response)	
	<p>After reading “The Making of a Scientist” by Richard Feynman students must answer: How do paragraphs 1–3 of this passage help the reader understand the rest of the passage? Restate the specific sentence from these paragraphs that best supports your response.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● A strong response would include some or all of the following ideas: <ul style="list-style-type: none"> ○ Paragraphs 1-3 introduce how Feynman’s father taught him through observation at an early age which helps introduce the main ideas in the passage. ○ The sentence “So he started very early to tell me about the world and how interesting it is” best supports this idea in Paragraphs 1-3 and then further developed throughout the text. 	
	DOK	Blooms
	Level 3	Analyzing
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students will analyze how a particular paragraph(s) fits into the overall structure of a text. ● Students will analyze how a particular sentence contributes to the development of the theme. 	<ul style="list-style-type: none"> ● Students may simply summarize paragraphs 1-3 without analyzing how they help the reader understand the rest of the passage. ● Students may instinctively choose the first sentence of paragraph 1 with the idea that it is most important versus focusing on the question demand. 	

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
RI.6.4	<p>What is the definition of “vital” as it is used in paragraph 6?</p> <ul style="list-style-type: none"> A. related B. harmful C. essential D. unfamiliar <p>Text Reference: Excerpt from Go Outside and Play! By Jennifer Kroll from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p> <p>Read this quotation from paragraph 6.</p> <p style="padding-left: 40px;">Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment...</p> <p>Why does the author use the words “crackling and booming” instead of “occurring”?</p> <ul style="list-style-type: none"> A. To help the reader experience the speed of lightning B. To help the reader imagine the sounds of thunderstorms C. To be clear about the electrical nature of lightning D. To be accurate about how common thunderstorms are <p>Text Reference: “Lightning Strikes” by Charlene Brusso from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p>	
RI.6.6	<p>How does the graph best support Richard Louv’s claim that people are “separated from nature” (paragraph 15)?</p> <ul style="list-style-type: none"> A. By showing that activities such as bird watching and camping are less popular than other activities B. By showing that spending time with friends is the most popular activity C. By showing that listening to music is an activity that happens as often as using electronic devices D. By showing that many do not know how to bike, fish, or camp <p>Text Reference: Excerpt from Go Outside and Play! By Jennifer Kroll from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p> <p>What does paragraph 9 suggest about the author’s point of view in the article?</p>	

	<p>A. The author has great respect for lightning. B. The author has difficulty understanding lightning. C. The author believes that lightning can be useful. D. The author believes that it is impossible to avoid lightning.</p> <p>Text Reference: “Lightning Strikes” by Charlene Brusso from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
6	Reading: Informational (RI)	Integration of Knowledge and Ideas
RI.6.7	<p>Which detail from “Lost in a Corn Maze” does the photograph best show?</p> <p>A. “You walk along paths filled with turns, loops, and dead ends.” B. “Seen from above, its winding paths may form a picture.” C. “The designer begins with a sketch, drawn either by hand or on a computer.” D. “Many designers use a digital device.”</p> <p>Text Reference: “Lost in a Corn Maze” by Laurie Wallmark from Cognia</p> <p>Which statement from “The Maze Craze” relates to the photograph in “Lost in a Corn Maze”?</p> <p>A. “Stolworthy is one of a number of farmers...who have recently moved into the improbably popular business of corn-maze design.” B. “Corn farmers can certainly use a boost these days—prices in the past few years have been hovering at or near all-time lows.” C. “You want your maze to be easy to get to, and you want it to look sharp and clean from the air.” D. “People need an objective to accomplish, beyond just making it through, so we try to create interactive games for them while they’re inside.”</p> <p>Text Reference: “The Maze Craze” by Toby Lester and “Lost in a Corn Maze” by Laurie Wallmark from Cognia</p>	
RI.6.9	<p>How do the two authors’ presentations on how to create a corn maze differ?</p> <p>A. In “The Maze Craze,” the author points out the many steps and time involved; in “Lost in a Corn Maze,” the author details techniques used in ancient times. B. In “The Maze Craze,” the author describes the most time-efficient methods; in “Lose in a Corn Maze,” the author highlights the artistic process involved. C. In “The Maze Craze,” the author includes the high costs involved; in “Lost in a Corn Maze,” the author stresses the importance of the finished product. D. In “The Maze Craze,” the author stresses the use of low-tech machinery to achieve the desired results; in “Lost in a Corn Maze,” the author stresses the importance of the designer in the process.</p>	

Text References: [“The Maze Craze” by Toby Lester](#) and [“Lost in a Corn Maze” by Laurie Wallmark](#) from Cogna

How do the authors of each article present the information about Don Frantz’s “Cornelius the Cobasaurus” comparably?

- A. Both compare smaller mazes to this large corn maze.
- B. Both credit this maze for making corn mazes popular.**
- C. Both acknowledge the hard work that goes into making corn mazes.
- D. Both praise farmers for allowing designers to turn their land into entertainment.

Text References: [“The Maze Craze” by Toby Lester](#) and [“Lost in a Corn Maze” by Laurie Wallmark](#) from Cogna

Text Reference for MC Assessment Item RI.6.4 and RI.6.6

Excerpt from *Go Outside and Play!*

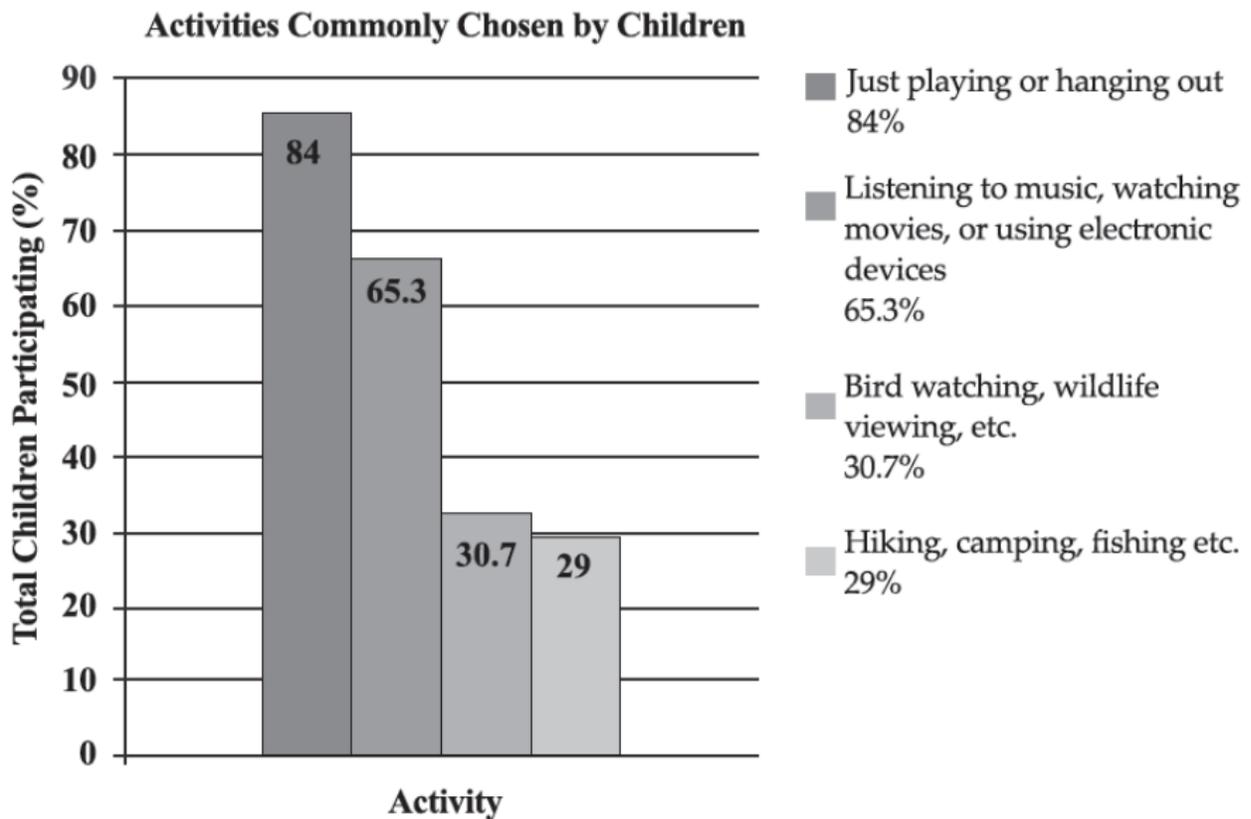
by Jennifer Kroll

- 1 Think about how much time you spent outside last week. Really “outside.” Walking from the car into the mall doesn’t count.
- 2 Now think about how much time you spent indoors—on the Internet or playing video games or watching TV.
- 3 “I play inside more than outside,” says Casey M., of South Bend, Ind. “I like to play games on the computer.”
- 4 If you’re like Casey and many other people, it’s likely that you spent more time inside four walls than outside in fresh air. Kids today spend two fewer hours per week on sports and outdoor activities than kids did 20 years ago. That’s according to a University of Michigan study. *Sedentary* (nonmoving) activities are more popular. Most people in the study reported spending most of their free time watching TV (85 percent) or playing computer games (81 percent). The costs “include obesity, greater stress, higher rates of physical and emotional illnesses—and less joy in being alive and aware,” says Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.
- 5 So why is this happening? And what can you do about it?
Why Play? Why Outside?
- 6 Play is important, even for adults. Goofing around relieves stress and lets us feel free and creative. And playing outside is especially good. Just being exposed to the great outdoors does wonders. “Outside light is . . . vital to the immune system and simply makes us feel happier,” Pica says.
- 7 Plugged in and missing out? Here are four great reasons to get outside and play.
- 8 **Outdoor activity expands your senses.** Try this: The next time you sit down to IM¹ your buddies, take note of your senses during and after your session. Then do the same experiment after you’ve done something outside.
- 9 Which makes you feel better?

- 10 Being outdoors brings the senses to life. In fact, 75 percent of students polled by *Weekly Reader* said they felt better after spending time outside. “Hiking, exploring, and fishing help hone all of your senses,” says Betsy Keller. She’s a professor of exercise and sports sciences at Ithaca College in New York. “Smell, sight . . . [they’re] all engaged when you’re outside.”
- 11 Bonus! With your senses engaged, you’ll feel free and more creative. Clements reports that in a park near her home, young people turned a concrete slab into their own outdoor theater. “They’re role-playing . . . enjoying the creativity and imagination that you can’t when you’re indoors,” she says.
- 12 **Playing outside helps your body.** Want to get fit? Go outside! “The outdoors is the best place for [you] to practice and master physical skills and to experience the pure joy of movement,” says Pica.
- 13 You’ve probably heard teachers and others tell you that getting 30 minutes of exercise a day or walking 10,000 steps helps you stay fit. “We’ve emphasized physical activity levels and not focused on the fun aspect,” Keller admits. But if you’re having fun, you’re more likely to stick with it, and being outside offers special fun and fitness. When playing outside, says Keller, “the terrain varies. You can be on stairs, hills, walls, play equipment. It challenges your balance, coordination, and stamina. Playing on a flat floor doesn’t always do that.”
- 14 Time spent outdoors pays off later too. It helps keep your body’s clock on track so that you sleep better at night and feel less sleepy during the day.
- 15 **Outdoor play eases your mind.** Are you stressed out? Having trouble concentrating? Too much time indoors—away from the natural world—may be a cause. Louv uses a term to describe the set of problems caused by too much time indoors: *nature-deficit disorder*. “I use it not as a medical diagnosis,” he says. “I use it to describe the price we pay for being so separated from nature.”
- 16 **Spending time outdoors brings you closer to the environment.** Hearing the leaves crackle underfoot and breathing in fresh air builds awareness and appreciation of the environment. If you walk through the woods in search of cool birds and plants, you may find your mind expanding.

17 No woods nearby? You don't need a huge park to enjoy nature's benefits. Nature can be as close as your own backyard or that clump of trees at the end of the street. There are bits of nature everywhere—even in cities. "Some naturalists call that 'nearby nature,'" Louv says. "It's a great way to experience a piece of the natural world without wandering too far from home."

18 So the next time you sit down to spend quality time with a video game, consider treating yourself to a little outdoor play instead. It's not called the great outdoors for nothing.



¹IM: Instant message (such as a phone text message or online chat)

Text Reference for MC Assessment Item RI.6.4 and RI.6.6

Lightning Strikes

by Charlene Brusso

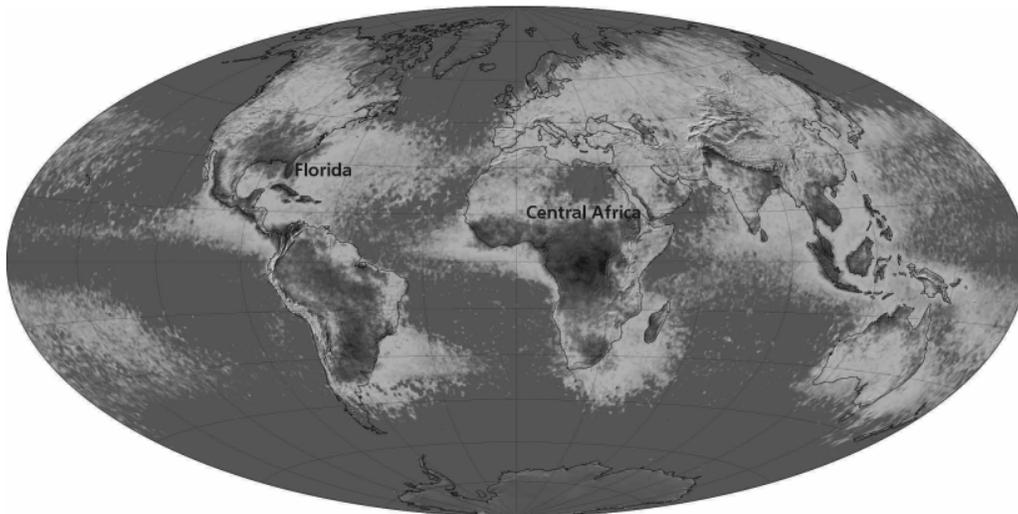
- 1 The only difference between a lightning bolt and the small spark that jumps between your hand and a metal doorknob after you scuff across a rug is size. Both happen when electrical charge builds up and suddenly discharges.

What Is Lightning?

- 2 Lightning begins inside thunderstorms. Updrafts of air lift raindrops from the bottom of the cloud into freezing air at the top. Downdrafts move ice particles lower, into warmer air. Negatively charged electrons build upon the falling ice as it passes the water droplets. In time, the storm cloud becomes negatively charged on the bottom and positively charged on top.
- 3 When the negative charge builds up enough, a huge number of electrons jump through the air, looking for something that conducts electricity: the ground, a tree, a lightning rod. We see that discharge as a flash of lightning.
- 4 Lightning zips along at 40 miles (64 kilometers) a second. The center of the lightning bolt is only about as thick as a pencil, but it packs so much energy that it can melt rock or metal and set wood ablaze. An average lightning bolt has enough electricity to run the appliances in your house for a couple of days. But all that electricity arrives at once, at 54,000 degrees Fahrenheit (30,000 Celsius)—six times hotter than the surface of the sun. It would melt anything you tried to use to collect it.
- 5 Thunder is the sound of lightning. Each bolt super heats the air around it to 18,000 degrees Fahrenheit (9,980 Celsius) in less than a second. The superhot air instantly expands, sending out a shock wave that we hear as thunder. The farther away lightning strikes, the deeper the sound of the thunder—and the longer it takes to get to you. That's because light travels much faster than sound. In fact, if you count the delay between the lightning and the thunder, you can tell approximately how far away the lightning is (about a mile for every five seconds).

Lightning around the World

- 6 Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment—scientists estimate that lightning strikes somewhere on Earth about 100 times every second. Where does it strike the most often? Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day. There, air masses from the Atlantic Ocean collide with cooler mountain air, making lots of thunderstorms. The Himalayas are another lightning hotspot. In the United States, the best place to spot lightning is Florida. Warm air from the Gulf of Mexico banging into cool air from the Atlantic Ocean creates lightning almost daily across the Sunshine State.
- 7 Places with very stable weather get the least lightning. The Arctic and Antarctica have almost no thunderstorms because their air is about the same temperature everywhere. Lightning is also uncommon far out over the ocean, away from land, for the same reason.



This map shows how often lightning strikes different places around the world (darker areas get more).

Lightning Safety

- 8 Because of its unpredictability and power, lightning can be extremely dangerous. If you're caught outside during a lightning storm, don't stand under a tree or lie flat in the open. Instead, crouch down with your hands and your head tucked close (but not touching the ground) and your feet close together. This makes you less of a conductor for any bolts that strike near you. Rubber-soled shoes are no protection—if lightning can zap through miles of air, which is an excellent insulator, your favorite trainers¹ won't stop it either.

- 9 If you can, try to get inside a car or building. You're safe inside the car because electricity will travel over the metal surface instead of through the interior. In buildings, stay away from metal faucets and telephones connected to the wall—lightning can travel through pipes and wires. Then, once you're safe inside, look out and enjoy the awesome beauty of Earth's electricity!

¹**trainers:** British term for “sneakers”

Text Reference for MC Assessment Item RI.6.7 and RI.6.9

Lost in a Corn Maze

by Laurie Wallmark



© AtWaG / iStockphoto

- 1 DARKNESS HAS FALLEN, and the full moon casts blue-gray shadows around you. You shine your flashlight at the ten-foot tall cornstalks towering above your head. With every step, dried cornhusks crunch beneath your feet. You walk along paths filled with turns, loops, and dead ends. You hear laughter and voices, but no one is in sight. You're lost in a corn maze.
- 2 A corn maze is a large, walk-through puzzle carved into a cornfield. Seen from above, its winding paths may form a picture—anything from Halloween monsters to fire-breathing dragons, flying saucers to pirate ships, or sports heroes to scary witches.
- 3 A farmer may enlist the help of a maze designer to create these amazing images. The designer begins with a sketch, drawn either by hand or on a computer. The design is then plowed into a cornfield using hoes, tractors, or lawn mowers. Many designers use a digital device called a Global Positioning System, or GPS, to guide their cutting.
- 4 Although today's corn mazes may get a boost from modern technology, people have been designing, building, and getting lost in mazes for thousands of years. Mazes first appeared in Greek mythology; the most famous was the labyrinth at Knossos, home of the Minotaur, a half-man, half-bull monster. In the Middle Ages, gardeners built "puzzle hedges" in European castle gardens to amuse the royal court. By the 19th century, mazes had become a popular form of entertainment all over the world.
- 5 In 1993, producer Don Frantz and designer Adrian Fisher built the world's first corn maze in Annville, Pennsylvania. Their dino-shaped creation, "Cornelius, The Cobasaurus," sparked a corn maze craze—there are now approximately one thousand corn mazes across the United States, and corn mazes on every continent except for frosty Antarctica.

Text Reference for MC Assessment Item RI.6.7 and RI.6.9

The Maze Craze

by Toby Lester

- 1 “Well, grain prices in the past few years haven’t been too kind, so we figured we wouldn’t lose anything by trying this out,” Shawn Stolworthy told me when I called him at home, in Firth, Idaho (pop. 429), to ask about the unusual line of work he’s gotten into lately. “It’s going well. Last year I was a full-time farmer and only did four of them, but I’ve quit farming now, and it looks like I’ll be doing twenty to thirty this year.”
- 2 Twenty to thirty giant corn mazes, that is. Stolworthy is one of a number of farmers and entrepreneurs¹ who have recently moved into the improbably popular business of corn-maze design. It’s a business that didn’t exist at all until 1993, when a former Disney producer named Don Frantz produced “Cornelius the Cobasaurus,” a 3.3-acre dinosaur maze with almost two miles of pathways cut into a central Pennsylvania cornfield. The maze was an immediate hit, and a new form of “agritainment”—the use of farmland as a source of public entertainment, to supplement² farmers’ income—was born. (“To the list of more than 3,500 products made from corn,” *American Small Farm Magazine* wrote at the time, “add fun.”) Frantz went on to create the remarkably successful American Maze Company, which has now produced scores of increasingly elaborate mazes around the country and has spawned several competitors, among them Shawn Stolworthy.
- 3 Corn farmers can certainly use a boost these days—prices in the past few years have been hovering at or near all-time lows. When I asked Frantz just how lucrative mazes could be, he said, “Figure it this way: An acre of field corn can profit a farmer two hundred dollars, at best. Revenue³ on our most successful sites, which average seven acres, has been over four hundred thousand dollars. These farms spent quite a lot, however, in order to deliver an entertaining, engaging maze attraction.”
- 4 Therein lies the catch. Actually cutting a maze is a relatively simple operation—one stakes off a cornfield according to a plan and then cuts through the corn once it has begun to grow—but choosing a site, designing a maze for it, and marketing it are the real challenges. “Design is critical,” Shawn Stolworthy told me. “You want your maze to be easy to get to, and you want it to look sharp and clean from the air, for good pictures and publicity.” (To that end, and because it’s more time-efficient than lower-tech methods, Stolworthy uses Global Positioning Software⁴ to design and cut his mazes.) “You’ve got to make people jump an emotional barrier, so that instead of being in a corn maze, they feel they’re in, say, a moose maze. People need an objective to accomplish, beyond just making it through, so we try to create interactive games for them while they’re inside. We try to keep them entertained for about two hours, which is about as much time as they’d spend in a movie, and we charge them about what they’d pay for a movie.” Other essentials: good crowd control; readily available restrooms and refreshments; and fruit and vegetable stands, to sell other farm products. Most important, though, is an integrated marketing plan, which the top maze designers now all sell as a part of their design packages.
- 5 Signs indicate that the corn-maze business is still a growth industry. Don Frantz’s mazes have become elaborately constructed “shows” that, according to his Web site, are put together by “an extraordinary collection of theater artists and craftsmen who love a great game.”

¹entrepreneurs: business people

²supplement: add to

³revenue: income from the sale of goods or services

⁴Global Positioning Software: a system that allows for people on earth to set and find exact locations on the ground using data from satellites located in space

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

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

In this guide you will find:

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

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

STANDARDS BREAKDOWN

- **Comprehension and Collaboration**

- [CCSS.SL.6.1](#)
- [CCSS.SL.6.2](#)
- [CCSS.SL.6.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.6.4](#)
- [CCSS.SL.6.5](#)
- [CCSS.SL.6.6](#)
- [SL.6.1, SL.6.2, SL.6.3](#)

SL.6.1		
	Anchor Standard: Speaking and Listening <i>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i>	
Grade	CCSS Domain	CCSS Strand
6	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
<p>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.</p> <ol style="list-style-type: none"> 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. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p><i>Previous Grades:</i> SL.4.1, SL.5.1</p>	<p><i>Future Grades:</i> SL.7.1, SL.8.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students take a meaningful part in purposeful discussions about Grade 6 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> ● Students use evidence to support their statements from prior reading materials and are prepared for discussions ahead of time. ● Students follow rules for discussions and set goals 	<ul style="list-style-type: none"> ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation ● key ideas – most important thoughts addressed in a text or discussion perspective – an attitude toward or outlook on something ● reflection – lengthy consideration and thought 	

and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group.

- Students ask relevant questions and provide appropriate, detailed answers to questions asked by others.
- Students briefly restate main points and explain how the main points relate to each other and show others' perspectives.

given to some topic or idea based on what is known or has been learned about it

Students Who Demonstrate Understanding Can...

- participate in different types of discussions (pairs, groups, whole class).
- participate with a diverse group of partners about grade 6 topics, texts, and issues.
- add to other's ideas while contributing their own ideas.
- reflect on discussion topics using evidence from the text, issue, and topic.
- formulate comments, questions, and responses based on evidence from the text or topic.
- defend responses and ideas shared with evidence from the text or topic.

SL.6.2				
	Anchor Standard: Speaking and Listening <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Speaking and Listening (SL)	Comprehension and Collaboration		
Standard		Vertical Alignment		
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.4.2, SL.5.2</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.7.2, SL.8.2</td> </tr> </table>	<i>Previous Grades:</i> SL.4.2, SL.5.2	<i>Future Grades:</i> SL.7.2, SL.8.2
<i>Previous Grades:</i> SL.4.2, SL.5.2	<i>Future Grades:</i> SL.7.2, SL.8.2			
Clarification Statement		Vocabulary for Teacher Development		
Students determine the meaning or message of information presented in various ways and forms. Additionally, students explain how the information adds to the overall topic.		<ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> incorporate and assess the quality of information conveyed in different media and formats. describe how this information supports and adds to our understanding of the text, topic, or issue. 				

SL.6.3



Anchor Standard: Speaking and Listening

SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand		
6	Speaking and Listening (SL)	Comprehension and Collaboration		
Standard		Vertical Alignment		
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> SL.4.3, SL.5.3</td> <td style="width: 50%;"><i>Future Grades:</i> SL.7.3, SL.8.3</td> </tr> </table>	<i>Previous Grades:</i> SL.4.3, SL.5.3	<i>Future Grades:</i> SL.7.3, SL.8.3
<i>Previous Grades:</i> SL.4.3, SL.5.3	<i>Future Grades:</i> SL.7.3, SL.8.3			
Clarification Statement		Vocabulary for Teacher Development		
Students precisely describe a speaker's argument and the ideas that back it up. They determine which claims are supported by evidence and reasons and which are unsupported.		<ul style="list-style-type: none"> reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> define and identify arguments, claims, reasons, and evidence. distinguish between supported and unsupported claims. identify a speaker's argument and specific claims. 				

SL.6.4				
	Anchor Standard: Speaking and Listening <i>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.4.4, SL.5.4</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.7.4, SL.8.4</td> </tr> </table>	<i>Previous Grades:</i> SL.4.4, SL.5.4	<i>Future Grades:</i> SL.7.4, SL.8.4
<i>Previous Grades:</i> SL.4.4, SL.5.4	<i>Future Grades:</i> SL.7.4, SL.8.4			
Clarification Statement		Vocabulary for Teacher Development		
Students present claims and findings in a logical order. Students use relevant description, facts, and details to highlight or call attention to the main ideas or themes. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech.		<ul style="list-style-type: none"> ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● present claims and conclusions in an organized logical order. ● add specific details to emphasize main ideas and themes. ● use appropriate eye contact, volume, and pronunciation. 				

SL.6.5		
	<p>Anchor Standard: Speaking and Listening</p> <p><i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<i>Previous Grades:</i> SL.4.5, SL.5.5	<i>Future Grades:</i> SL.7.5, SL.8.5
Clarification Statement	Vocabulary for Teacher Development	
Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the information being shared clearer.	<ul style="list-style-type: none"> ● multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● design presentations that incorporate multimedia components. ● deliver presentations with visual displays of information to explain the information presented. 		

SL.6.6				
	Anchor Standard: Speaking and Listening <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.4.6, SL.5.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.7.6, SL.8.6</td> </tr> </table>	<i>Previous Grades:</i> SL.4.6, SL.5.6	<i>Future Grades:</i> SL.7.6, SL.8.6
<i>Previous Grades:</i> SL.4.6, SL.5.6	<i>Future Grades:</i> SL.7.6, SL.8.6			
Clarification Statement		Vocabulary for Teacher Development		
Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). Students consider formal and informal language and change their approaches to suit the needs of the audience.		<ul style="list-style-type: none"> formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue informal discourse – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> adapt language to varying contexts (formal presentation, informal discussion). utilize conventions of formal English when appropriate. provide additional detail or clarification when asked. participate in a variety of small-group and whole-group classroom discussions. 				

SL.6.1, SL.6.2, SL.6.3		
	Anchor Standard: Speaking and Listening <i>SL.6.1, SL.6.2, SL.6.3 New Mexico State Standards</i>	
Grade	NMSS Domain	
6	Reading: Speaking and Listening (SL)	
Standard	Vertical Alignment	
6.1 Understand the influence of heritage language in English speech patterns. 6.2 Orally compare and contrast accounts of the same event and text. 6.3 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	<i>Previous Grades:</i> 5.a, 5.b, 5.c	<i>Future Grades:</i> 7.1, 7.2, 7.3, 8.1, 8.2, 8.3
Clarification Statement	Vocabulary for Teacher Development	
Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.	<ul style="list-style-type: none"> ● heritage language – the original language learned by speakers when they were still children ● speech pattern – distinctive manner of oral expression 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● listen to an audio recording of an English speaker and identify specific speech patterns. ● identify within those speech patterns where heritage language has been influential. ● discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words. 		

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

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

In this guide you will find:

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

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

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Text Types and Purposes <ul style="list-style-type: none"> ○ CCSS.W.6.1 ○ CCSS.W.6.2 ○ CCSS.W.6.3 ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.6.4 ○ CCSS.W.6.5 ○ CCSS.W.6.6 	<ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.6.7 ○ CCSS.W.6.8 ○ CCSS.W.6.9 ● Range of Writing <ul style="list-style-type: none"> ○ CCSS.W.6.10
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W.6.1		
	Anchor Standard: Writing <i>W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>	
Grade	CCSS Domain	CCSS Strand
6	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a) Introduce claim(s) and organize the reasons and evidence clearly. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from the argument presented. 	<p><i>Previous Grades:</i> W.4.1, W.5.1</p>	<p><i>Future Grades:</i> W.7.1, W.8.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of 6th grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.</p>	<ul style="list-style-type: none"> ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify claims, reasons, and relevant evidence within text. ● write an argument, introducing the claim and organizing the reasons and evidence clearly to support the 		

claim.

- determine how to introduce claim(s).
- formulate support for claims with clear reasons and relevant evidence.
- evaluate the credibility of sources used and relevance of the evidence.
- write an argument to support claims, including claims supported by clear reasons and relevant evidence, credible sources, and clear understanding of the topic or text under investigation.
- determine words, phrases, and clauses that show relationships among claim(s) and reasons.
- establish and maintain a formal style.
- plan an appropriate concluding statement that follows from the argument presented.

W.6.2		
	Anchor Standard: Writing <i>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
Grade	CCSS Domain	CCSS Strand
6	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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 aid comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from the information or explanation presented. 	<i>Previous Grades:</i> W.4.2, W.5.2	<i>Future Grades:</i> W.7.2, W.8.2
Clarification Statement	Vocabulary for Teacher Development	
<p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge</p>	<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● cause/effect – cause: the reason(s) that something happens; effect: the 	

of a given topic. By the end of 6th grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.

consequences (both positive and negative) of the cause

- **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

Students Who Demonstrate Understanding Can...

- identify components of informative/explanatory text.
- write informative/explanatory texts to examine a topic, convey ideas, concepts, information through, text selection, organization, and analysis of relevant content.
- determine when to include formatting, graphics, multimedia to aid in comprehension.
- organize ideas, concepts, and information using strategies such as: definitions, classification, comparison/contrast, and cause/effect.
- use formatting, graphics, multimedia when useful in aiding comprehension.
- introduce and develop a topic in text with relevant facts, definitions, concrete details, quotations, examples and other information.
- select various transitions that clarify relationships among ideas and concepts.
- use precise language and domain-specific vocabulary in text to inform or explain a topic.
- establish and maintain a formal style when writing.
- provide a concluding statement, or section that follows, from the information or explanation presented.

W.6.3		
	<p>Anchor Standard: Writing</p> <p><i>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events. 	<p><i>Previous Grades:</i> W.4.3, W.5.3</p>	<p><i>Future Grades:</i> W.7.3, W.8.3</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of 6th grade, students understand how to write narratives to unfold and share real or imagined</p>	<ul style="list-style-type: none"> ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● descriptive details – to explain something in words; the details necessary to give a full and precise account ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more 	

experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.

Students Who Demonstrate Understanding Can...

- convey real or imagined experiences and events through narratives.
- establish a on text within my writing by introducing a narrator and/or character.
- analyze narrative techniques such as dialogue, pacing and description to develop experiences, events, and/or characters.
- critique a variety of transition words, phrases, clauses that convey sequence and signal shifts from one-time frame or setting.
- write a narrative to develop real or imaginative experiences or events that includes a conclusion.

W.6.4				
	Anchor Standard: Writing <i>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.4.4, W.5.4</td> <td style="padding: 5px;"><i>Future Grades:</i> W.7.4, W.8.4</td> </tr> </table>	<i>Previous Grades:</i> W.4.4, W.5.4	<i>Future Grades:</i> W.7.4, W.8.4
<i>Previous Grades:</i> W.4.4, W.5.4	<i>Future Grades:</i> W.7.4, W.8.4			
Clarification Statement		Vocabulary for Teacher Development		
<p>The teacher needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.</p>		<ul style="list-style-type: none"> ● N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● draft writing pieces that adhere to a clear topic or purpose. ● writing demonstrates clear organization around a central topic or linear narrative. 				

W.6.5				
	Anchor Standard: Writing <i>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.4.5, W.5.5</td> <td style="padding: 5px;"><i>Future Grades:</i> W.7.5, W.8.5</td> </tr> </table>	<i>Previous Grades:</i> W.4.5, W.5.5	<i>Future Grades:</i> W.7.5, W.8.5
<i>Previous Grades:</i> W.4.5, W.5.5	<i>Future Grades:</i> W.7.5, W.8.5			
Clarification Statement		Vocabulary for Teacher Development		
Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students in 6 th grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing		<ul style="list-style-type: none"> ● N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● engage in all steps of the writing process, including planning, revising, editing, rewriting. ● incorporate revisions to make substantive changes to writing. ● edit writing, aligned to language standards. 				

W.6.6				
	Anchor Standard: Writing <i>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.4.6, W.5.6</td> <td style="padding: 5px;"><i>Future Grades:</i> W.7.6, W.8.6</td> </tr> </table>	<i>Previous Grades:</i> W.4.6, W.5.6	<i>Future Grades:</i> W.7.6, W.8.6
<i>Previous Grades:</i> W.4.6, W.5.6	<i>Future Grades:</i> W.7.6, W.8.6			
Clarification Statement		Vocabulary for Teacher Development		
Students use digital tools and resources (e.g., screencast, word processing, articles, etc.) to create and share writing with audiences and to communicate and collaborate with peers (e.g., conferencing apps, etc.). Students also show proficiency in using word processing tools for writing (e.g., editing files, using spell check, formatting, etc.).		<ul style="list-style-type: none"> ● digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● interact – to act in such a manner as to influence another 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● use technology, including the Internet, to produce and publish writing. ● select appropriate tools for communicating and collaborating. ● evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. 				

W.6.7				
	Anchor Standard: Writing <i>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> W.4.7, W.5.7 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> W.7.7, W.8.7 </td> </tr> </table>	<i>Previous Grades:</i> W.4.7, W.5.7	<i>Future Grades:</i> W.7.7, W.8.7
<i>Previous Grades:</i> W.4.7, W.5.7	<i>Future Grades:</i> W.7.7, W.8.7			
Clarification Statement		Vocabulary for Teacher Development		
Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and adjust the focus of their research when needed.		<ul style="list-style-type: none"> research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> answer a research question through a brief investigation. use multiple sources. adjust the focus of the inquiry when necessary. apply multiple resources to conduct short research projects. conduct steps for research to answer a question. 				

W.6.8				
	Anchor Standard: Writing <i>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> W.4.8, W.5.8 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> W.7.8, W.8.8 </td> </tr> </table>	<i>Previous Grades:</i> W.4.8, W.5.8	<i>Future Grades:</i> W.7.8, W.8.8
<i>Previous Grades:</i> W.4.8, W.5.8	<i>Future Grades:</i> W.7.8, W.8.8			
Clarification Statement		Vocabulary for Teacher Development		
Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism.		<ul style="list-style-type: none"> ● digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats ● paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● recognize a credible source. ● quote information from a source. ● gather relevant information from print and digital sources. ● identify and provide basic bibliographic information for sources. 				

W.6.9				
	Anchor Standard: Writing <i>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>			
Grade	CCSS Domain	CCSS Strand		
6	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
Draw evidence from literary or informational texts to support analysis, reflection, and research.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.4.9, W.5.9</td> <td style="padding: 5px;"><i>Future Grades:</i> W.7.9, W.8.9</td> </tr> </table>	<i>Previous Grades:</i> W.4.9, W.5.9	<i>Future Grades:</i> W.7.9, W.8.9
<i>Previous Grades:</i> W.4.9, W.5.9	<i>Future Grades:</i> W.7.9, W.8.9			
Clarification Statement		Vocabulary for Teacher Development		
<p>The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic. and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.</p>		<ul style="list-style-type: none"> N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> utilize relevant evidence from literary or informational text in writing pieces. gather relevant information through research and notetaking. 				

W.6.10		
	Anchor Standard: Writing <i>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</i>	
Grade	CCSS Domain	CCSS Strand
6	Writing (W)	Range of Writing
Standard	Vertical Alignment	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<i>Previous Grades:</i> W.4.10, W.5.10	<i>Future Grades:</i> W.7.10, W. 8.10
Clarification Statement	Vocabulary for Teacher Development	
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.	<ul style="list-style-type: none"> ● N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● write a variety of writing pieces throughout the school year in various genres. ● engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes. ● write across genres. 		