

**New Mexico**  
**Curricular Standards**  
**Reading - Grade 6**  
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<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Targets</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>Reading and Listening for Comprehension</b>				
<b>Content Strand I</b>	Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<b>I-A</b>	Listen to, read, react to, and interpret information			
<b>1</b>	• <i>Narrate a fictional or autobiographical account.</i>			
<b>2</b>	• <i>Relate details, main ideas, setting, action, and main character(s).</i>	<b>Appetizers 1 E &amp; F; 2 A; Main Dish Objectives 1 E (Facts/Details); 1 F (Stated Main Idea); 2 A (Story Elements); Novel Dish Series <u>Maniac Magee</u>; <u>Abel's Island</u>; <u>The Giver</u>; <u>Hatchet</u>; Desserts</b>		
<b>3</b>	• <i>Explore expressive materials that are read, heard, or viewed.</i>	<b>All Main Dish Objectives - Selected Testing Passages; Novel Dish Series</b>		
<b>4</b>	• <i>Identify and interpret figurative language in an oral selection.</i>	<b>Appetizers 2 B; Main Dish Objective 2 B (Literary Devices); Novel Dish Series <u>Summer of the Monkeys</u>; Desserts</b>		
<b>5</b>	• <i>Interact appropriately in group settings.</i>	<b>All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities</b>		
<b>6</b>	• <i>Reflect on learning experiences by describing personal learning growth and change in perspective.</i>			
<b>7</b>	• <i>Interpret how personal circumstances and background shape interaction with text.</i>	<b>Appetizers 2 A; Main Dish Objective 2 A (Story Elements); Novel Dish Series <u>Hatchet</u>; <u>The Giver</u>; <u>Abel's Island</u>; Desserts</b>		

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<b>I-B</b>	Gather and use information for research and other purposes			
<b>1</b>	<ul style="list-style-type: none"> <li>• <i>Interpret and synthesize information from a variety of sources by:</i> <ul style="list-style-type: none"> <li>- <i>reviewing the characteristics of informational works</i></li> <li>- <i>restating and summarizing information</i></li> <li>- <i>determining the importance of information</i></li> <li>- <i>making connections to related topics and information</i></li> <li>- <i>monitoring comprehension</i></li> <li>- <i>drawing inferences</i></li> <li>- <i>generating questions</i></li> </ul> </li> </ul>	<b>Appetizers 1 E &amp; H; 3 D; 4 A &amp; F;</b> <b>Main Dish Objectives</b> <b>1 E (Facts/Details);</b> <b>1 H (Summarization);</b> <b>3 D (Compare/Contrast);</b> <b>4 A (Make Inferences);</b> <b>4 F (Evaluate/Make Judgments);</b> <b>Novel Dish Series</b> <b><u>Maniac Magee; Summer of the Monkeys; The Phantom Tollbooth; Where the Red Fern Grows; Harry Potter &amp; The Sorcerer's Stone;</u></b> <b>Desserts</b>		
<b>2</b>	<ul style="list-style-type: none"> <li>• <i>Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</i> <ul style="list-style-type: none"> <li>- <i>exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)</i></li> <li>- <i>distinguishing between primary and secondary sources</i></li> </ul> </li> </ul>			
<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Organize information gathered for a research topic into major components based on appropriate criteria.</i></li> </ul>	<b>Appetizers 3 E;</b> <b>Main Dish Objective</b> <b>3 E (Graphic Organizers);</b> <b>Desserts</b>		

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<b>I-C</b>	Apply critical thinking skills to analyze information			
<b>1</b>	<ul style="list-style-type: none"> <li>Use critical thinking skills and create criteria to evaluate text and multimedia by:               <ul style="list-style-type: none"> <li>determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques</li> <li>identifying and exploring the underlying assumptions of the author</li> </ul> </li> </ul>	<b>Appetizers 3 F; 4 E;</b> <b>Main Dish Objectives</b> <b>3 F (Author’s Purpose);</b> <b>4 E (Persuasive Devices);</b> <b>Novel Dish Series</b> <b><u>The Phantom Tollbooth;</u></b> <b>Desserts</b>		
<b>2</b>	<ul style="list-style-type: none"> <li>Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.</li> </ul>	<b>Appetizers 3 F; 4 E;</b> <b>Main Dish Objective</b> <b>3 F (Author’s Purpose);</b> <b>4 E (Persuasive Devices);</b> <b>Novel Dish Series</b> <b><u>The Phantom Tollbooth;</u></b> <b>Desserts</b>		
<b>3</b>	<ul style="list-style-type: none"> <li>Develop and apply appropriate criteria to evaluate the quality of communication by:               <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques</li> <li>drawing conclusions based on evidence, reasons, or relevant information</li> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul> </li> </ul>	<b>Appetizers 4 A &amp; F;</b> <b>Main Dish Objectives</b> <b>4 A (Make Inferences);</b> <b>4 F (Evaluate/Make</b> <b>Judgments);</b> <b>Novel Dish Series</b> <b><u>Where the Red Fern Grows;</u></b> <b><u>Harry Potter &amp; The</u></b> <b><u>Sorcerer’s Stone;</u></b> <b>Desserts</b>		

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<b>I-D</b>	Demonstrate competence in the skills and strategies of the reading process			
<b>1</b>	<ul style="list-style-type: none"> <li>• <i>Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</i> <ul style="list-style-type: none"> <li>- <i>using effective reading strategies to match type of text</i></li> <li>- <i>reading self-selected literature and other materials of individual interest</i></li> <li>- <i>reading selections and other materials assigned</i></li> <li>- <i>discussing selections in teacher-student discussions and small groups</i></li> <li>- <i>taking an active role in whole-class seminars</i></li> <li>- <i>discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue, and flashback</i></li> <li>- <i>interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style</i></li> <li>- <i>investigating examples of distortion and stereotype</i></li> <li>- <i>recognizing underlying messages in order to identify recurring themes</i></li> </ul> </li> </ul>	<b>Interactive discussions throughout Appetizers; All Main Dish Objectives - Lesson 3 - Cooperative Learning Activities; Appetizers 2 A &amp; B; 4 E; Main Dish Objectives 2 A (Story Elements); 2 B (Literary Devices); 4 E (Persuasive Devices); Selected Novel Dish Series</b>		
<b>2</b>	<ul style="list-style-type: none"> <li>• <i>Generate questions to be answered while reading and reflect on what has been learned after reading.</i></li> </ul>	<b>Appetizers 1 E; Main Dish Objective 1 E (Facts/Details); Novel Dish Series <u>Maniac Magee</u>; Desserts</b>		
<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</i></li> </ul>	<b>Selected Novel Dish Series</b>		
<b>4</b>	<ul style="list-style-type: none"> <li>• <i>Follow oral and written directions for a procedure.</i></li> </ul>	<b>Appetizers 3 C; Main Dish Objective 3 C (Complex Directions); Desserts</b>		
<b>5</b>	<ul style="list-style-type: none"> <li>• <i>Use knowledge of punctuation to assist in comprehension.</i></li> </ul>			