

Main Criteria: Investigations in Writing

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R2.

Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R3.

Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS
OF PROGRESS
/ STRAND

6.1.3.1.

Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R4.

Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.4.

Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS
OF PROGRESS
/ STRAND

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

**CONTENT
STANDARD /
DOMAIN****Listening, Speaking, Viewing, and Exchanging Ideas****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****LSVEI2.****Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.**INDICATORS
OF PROGRESS
/ STRAND

6.3.2.1.

Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Listening, Speaking, Viewing, and Exchanging Ideas****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****LSVEI3.****Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.**INDICATORS
OF PROGRESS
/ STRAND

6.3.3.1.

Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

Lesson 02: Unit 2: Writiiing from Notes, p. 19-28

Minnesota Academic Standards**Language Arts**

Grade 6 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS OF PROGRESS / STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS / STRAND

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

CONTENT STANDARD / DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.
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INDICATORS OF PROGRESS / STRAND

6.3.2.1.

Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.

CONTENT STANDARD / DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.
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INDICATORS OF PROGRESS / STRAND

6.3.3.1.

Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

Lesson 03: Unit 2: Writing from Notes, p. 29-34

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
CONTENT STANDARD / DOMAIN		Listening, Speaking, Viewing, and Exchanging Ideas
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS / STRAND	6.3.2.1.	Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.
CONTENT STANDARD / DOMAIN		Listening, Speaking, Viewing, and Exchanging Ideas
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.
INDICATORS OF PROGRESS / STRAND	6.3.3.1.	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

Lesson 04: Unit 2: Writing from Notes, p. 35-42

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.4.

Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W6.****Write narratives, poetry, and other creative texts with details and effective technique to express ideas.**INDICATORS
OF PROGRESS
/ STRAND

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS
OF PROGRESS
/ STRAND

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48**Minnesota Academic Standards****Language Arts****Grade 6 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

**CONTENT
STANDARD /
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.5.1.	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	Listening, Speaking, Viewing, and Exchanging Ideas	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS / STRAND	6.3.2.1.	Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.
CONTENT STANDARD / DOMAIN	Listening, Speaking, Viewing, and Exchanging Ideas	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.
INDICATORS OF PROGRESS / STRAND	6.3.3.1.	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.3.

Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R5.****Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.5.1.

Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
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CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.5.1.	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN	Writing	

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R5.****Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.5.1.

Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W6.****Write narratives, poetry, and other creative texts with details and effective technique to express ideas.**

INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
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Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
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CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
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CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN	Writing	

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT
STANDARD /
DOMAIN

Reading

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

R5.

Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS
OF PROGRESS
/ STRAND

6.1.5.3.

Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.

CONTENT
STANDARD /
DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

LSVEI1.

Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

INDICATORS
OF PROGRESS
/ STRAND

6.3.1.2.

Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.

CONTENT
STANDARD /
DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

LSVEI2.

Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.

INDICATORS
OF PROGRESS
/ STRAND

6.3.2.1.

Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.

CONTENT
STANDARD /
DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

LSVEI3.

Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

INDICATORS
OF PROGRESS
/ STRAND

6.3.3.1.

Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R5.

Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS
OF PROGRESS
/ STRAND

6.1.5.3.

Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W1.

Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W2.

Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W3.

Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.5.3.	Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Listening, Speaking, Viewing, and Exchanging Ideas	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.
INDICATORS OF PROGRESS / STRAND	6.3.1.2.	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
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INDICATORS OF PROGRESS / STRAND

6.1.9.1.

Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS OF PROGRESS / STRAND

6.2.7.2.

Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS / STRAND

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
INDICATORS OF PROGRESS / STRAND	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS / STRAND	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
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CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R3.	Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.
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INDICATORS OF PROGRESS / STRAND	6.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
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CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
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INDICATORS OF PROGRESS / STRAND	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
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**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W7.****Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.**INDICATORS
OF PROGRESS
/ STRAND

6.2.7.2.

Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

Minnesota Academic Standards**Language Arts**

Grade 6 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.4.

Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R9.****Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**

INDICATORS OF PROGRESS / STRAND	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS / STRAND	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

Lesson 21: Unit 7 Inventive Writing, p. 181-190

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN	Writing	

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
CONTENT STANDARD / DOMAIN	Listening, Speaking, Viewing, and Exchanging Ideas	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.
INDICATORS OF PROGRESS / STRAND	6.3.1.2.	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.

Lesson 22: Unit 7 Inventive Writing, p. 191-198

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 23: Unit 7 Inventive Writing, p. 199-204

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W1.

Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W2.

Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W3.

Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT

W6.

Write narratives, poetry, and other creative texts with details and effective technique to express ideas.

INDICATORS
OF PROGRESS
/ STRAND

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
CONTENT STANDARD / DOMAIN	Listening, Speaking, Viewing, and Exchanging Ideas	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.
INDICATORS OF PROGRESS / STRAND	6.3.1.2.	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R2.

Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

INDICATORS OF PROGRESS / STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT

R4.

Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS / STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS OF PROGRESS / STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND

6.1.4.4.

Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W6.****Write narratives, poetry, and other creative texts with details and effective technique to express ideas.**INDICATORS
OF PROGRESS
/ STRAND

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

**CONTENT
STANDARD /
DOMAIN****Listening, Speaking, Viewing, and Exchanging Ideas****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****LSVEI1.****Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.**

INDICATORS OF PROGRESS / STRAND	6.3.1.2.	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
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Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
INDICATORS OF PROGRESS / STRAND	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
CONTENT STANDARD / DOMAIN	Writing	

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS / STRAND	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
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INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
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CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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CONTENT STANDARD / DOMAIN

Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
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CONTENT STANDARD / DOMAIN

Listening, Speaking, Viewing, and Exchanging Ideas

PERFORMANCE INDICATOR / DOMAIN COMPONENT	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.
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INDICATORS OF PROGRESS / STRAND	6.3.1.2.	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
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Lesson 27: Unit 9 Formal Critique, p. 231-242

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.5.1.	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS / STRAND	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.

Lesson 28: Unit 9 Formal Critique, p. 243-250

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

**CONTENT
STANDARD /
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.
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**CONTENT
STANDARD /
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	6.1.5.1.	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.
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**CONTENT
STANDARD /
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R6.	Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	6.1.6.3.	Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.
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**CONTENT
STANDARD /
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS / STRAND	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT
STANDARD /
DOMAIN

Reading

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

R2.

Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

INDICATORS
OF PROGRESS
/ STRAND

6.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

CONTENT
STANDARD /
DOMAIN

Reading

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

R4.

Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS
OF PROGRESS
/ STRAND

6.1.4.3.

Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

CONTENT
STANDARD /
DOMAIN

Reading

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

R5.

Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS
OF PROGRESS
/ STRAND

6.1.5.1.

Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.

CONTENT
STANDARD /
DOMAIN

Writing

PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT

W1.

Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS / STRAND	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
INDICATORS OF PROGRESS / STRAND	6.2.2.2.	Write to reflect how personal perspective, identity, and voice have developed over time.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS / STRAND	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

Lesson 30: Unit 9 Formal Critique, p. 261-267

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	6.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.1.4.4.	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

CONTENT STANDARD / DOMAIN

Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	6.1.5.1.	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.

**CONTENT
STANDARD /
DOMAIN****Reading****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****R6.****Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.**INDICATORS
OF PROGRESS
/ STRAND

6.1.6.3.

Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS
OF PROGRESS
/ STRAND

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.

INDICATORS
OF PROGRESS
/ STRAND

6.2.2.2.

Write to reflect how personal perspective, identity, and voice have developed over time.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS
OF PROGRESS
/ STRAND

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT
STANDARD /
DOMAIN****Writing****PERFORMANCE
INDICATOR /
DOMAIN
COMPONENT****W5.****Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.**

INDICATORS OF PROGRESS / STRAND	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W6.	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS / STRAND	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.