## Main Criteria: Structure and Style for Students Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 6

# Structure and Style for Students

# UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT	MN.6.5.	Reading Benchmarks: Informational Text 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
		Self-select texts for personal enjoyment, interest, and academic tasks. Writing Benchmarks 6-12
OF PROGRESS CONTENT ST ANDARD /	a.	
OF PROGRESS CONTENT ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	a.	Writing Benchmarks 6-12
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	a. MN.6.7.	Writing Benchmarks 6-12 Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	a. MN.6.7.	Writing Benchmarks 6-12         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### CONTENT MN.6.7. STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT	MN.6.11	Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010

### CONTENT MN.6.5. Reading Benchmarks: Informational Text 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	6.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT ST ANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12

PERFORMANC	Research to Build and Present Knowledge
E INDICATOR /	

INDICATORS	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when
OF PROGRESS		appropriate.
/ STRAND		

#### CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

STANDARD / DOMAIN

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). INDICATORS OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

CONTENT MN.6.11. Language Benchmarks 6-12 ST ANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

### CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

# Minnesota Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	6.4.5.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS		Read widely to understand multiple perspectives and pluralistic viewpoints.
OF PROGRESS	b.	
OF PROGRESS CONTENT ST ANDARD / DOMAIN	b. MN.6.7.	Writing Benchmarks 6-12
CONTENT STANDARD /		Writing Benchmarks 6-12 Text Types and Purposes
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN		•
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	MN.6.7.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	MN.6.7.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD /	MN.6.7. 6.7.2.2.	Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.6.7. 6.7.2.2.	Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Writing Benchmarks 6-12

INDICATORS OF PROGRESS	6.7.3.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
INDICATORS OF PROGRESS	6.7.3.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT	MN 6 11	anguage Benchmarks 6.12

CONTENT	MN.6.11.	Language	Benchmarks	6-12
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	6.4.5.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS		
OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATORS OF PROGRESS /	<b>6.7.3.3.</b> 6.7.3.3.a.	
INDICATORS OF PROGRESS / STRAND		Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an
INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	6.7.3.3.a. 6.7.3.3.b.	effective technique, relevant descriptive details, and well-structured event sequences.         Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.         Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences,
INDICATORS OF PROGRESS / STRAND	6.7.3.3.a. 6.7.3.3.b. 6.7.3.3.d.	effective technique, relevant descriptive details, and well-structured event sequences.         Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.         Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.         Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey
INDICATORS OF PROGRESS / STRAND	6.7.3.3.a. 6.7.3.3.b. 6.7.3.3.d. 6.7.3.3.e.	effective technique, relevant descriptive details, and well-structured event sequences.         Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.         Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.         Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	6.7.3.3.a. 6.7.3.3.b. 6.7.3.3.d. 6.7.3.3.e.	effective technique, relevant descriptive details, and well-structured event sequences.         Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.         Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.         Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.         Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS		
OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OF PROGRESS /		with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing
OF PROGRESS / STRAND	6.9.1.1.a.	with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD /	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS OF PROGRESS

DOMAIN

6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).

#### CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 6.9.8.8.b. Publish the work and share with an audience.

### CONTENT MN.6.11. Language Benchmarks 6-12

STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 6.11.1.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). OF PROGRESS .

INDICATORS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
OF PROGRESS		strategies to improve expression in conventional language.

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

DOMAIN COMPONENT

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

INDICATORS 6.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather OF PROGRESS vocabulary knowledge when considering a word or phrase important to comprehension or expression. / STRAND

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Minnesota Academic Standards Language Arts

Grade 6 - Adopted: 2010

		Grade 6 - Adopted. 2010
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR /		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	6.4.5.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
STANDARD /	MN.6.4.	Reading Benchmarks: Literature 6-12 Range of Reading and Level of Text Complexity
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.6.4. 6.4.10.1 0.	-
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	6.4.10.1 0.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	<b>6.4.10.1</b> <b>0.</b> 6.4.10.10. a. 6.4.10.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / ST RAND INDICATORS INDICATORS	<b>6.4.10.1</b> <b>0.</b> 6.4.10.10. a. 6.4.10.10.	Range of Reading and Level of Text Complexity         By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.         Self-select texts for personal enjoyment, interest and academic tasks.
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / ST RAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT ST ANDARD /	6.4.10.10 a. 6.4.10.10. b.	Range of Reading and Level of Text Complexity         By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.         Self-select texts for personal enjoyment, interest and academic tasks.         Read widely to understand multiple perspectives and pluralistic viewpoints.

INDICATORS 6.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. OF PROGRESS

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		-
DOMAIN		

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATORS OF PROGRESS	6.7.3.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATORS OF PROGRESS	6.7.3.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
INDICATORS OF PROGRESS	6.7.3.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Range of Writing

E INDICATOR / COMPONENT Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and INDICATORS 6.7.10.1 0. PROGRESS / audiences. STRAND 6.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. INDICATORS OF PROGRESS a. CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD /

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
INDICATORS OF PROGRESS / STRAND	6.9.6.6.	Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8 OF PROGRESS

6.9.8.8.b. Publish the work and share with an audience.

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 6.11.1.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). OF PROGRESS .

INDICATORS6.11.1.eRecognize variations from standard English in their own and others' writing and speaking, and identify and useOF PROGRESS.strategies to improve expression in conventional language.

### CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
		Self-select texts for personal enjoyment, interest, and academic tasks. Writing Benchmarks 6-12
OF PROGRESS CONTENT ST ANDARD /	a.	
OF PROGRESS CONTENT ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	a.	Writing Benchmarks 6-12
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	a. MN.6.7.	Writing Benchmarks 6-12 Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	a. MN.6.7.	Writing Benchmarks 6-12         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### CONTENT MN.6.7 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
E INDICATOR / DOMAIN	6.7.10.1 0.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS6.11.1.1.dRecognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).OF PROGRESS.

INDICATORS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
OF PROGRESS		strategies to improve expression in conventional language.

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Minnesota Academic Standards Language Arts

Grade 6 - Adopted: 2010

PERFORMANC E INDICATOR / DOMAIN COMPONENT Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		. Self-select texts for personal enjoyment, interest, and academic tasks.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital

OF	As an individual or in collaboration, create an informative multimedia work or a piece of digita communication or contribute to an online collaboration for a specific purpose.
PROGRESS /	

STRAND

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT	MN 6 11	anguage Benchmarks 6.12

CONTENT	MN.6.11.	Language	Benchmarks	6-12
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Minnesota Academic Standards
		Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS6.5.7.7.Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to<br/>develop a coherent understanding of a topic or issue./ STRAND

CONTENT	MN.6.5.	Reading Benchmarks: Informational Text 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS6.5.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)

INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS /	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		
INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
INDICATORS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
INDICATORS OF PROGRESS CONTENT STANDARD /	a.	
INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	a.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	a. MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12         Comprehension and Collaboration         Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	a. MN.6.9. 6.9.1.1.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12         Comprehension and Collaboration         Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.         Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	a. MN.6.9. 6.9.1.1. 6.9.1.1.a.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12         Comprehension and Collaboration         Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.         Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.         Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	. Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.c.	Recognize and correct inappropriate shifts in pronoun number and person.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS		Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		Minnesota Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
OF PROGRESS /	<b>0.</b> 6.5.10.10	
OF PROGRESS / STRAND	<b>0.</b> 6.5.10.10.	proficiently, with scaffolding as needed at the high end of the range.
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD /	<b>0.</b> 6.5.10.10. a.	proficiently, with scaffolding as needed at the high end of the range. Self-select texts for personal enjoyment, interest, and academic tasks.
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	<b>0.</b> 6.5.10.10. a.	proficiently, with scaffolding as needed at the high end of the range.         Self-select texts for personal enjoyment, interest, and academic tasks.         Writing Benchmarks 6-12
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	0. 6.5.10.10. a. MN.6.7.	proficiently, with scaffolding as needed at the high end of the range.         Self-select texts for personal enjoyment, interest, and academic tasks.         Writing Benchmarks 6-12         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	0. 6.5.10.10. a. MN.6.7. 6.7.2.2.	proficiently, with scaffolding as needed at the high end of the range.         Self-select texts for personal enjoyment, interest, and academic tasks.         Writing Benchmarks 6-12         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formating (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### CONTENT MN.6.7. STANDARD / DOMAIN

MN.6.7. Writing Benchmarks 6-12	
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PERFORMANC **Production and Distribution of Writing** E INDICATOR / DOMAIN COMPONENT **INDICATORS** 6.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **OF PROGRESS** purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) / STRAND INDICATORS 6.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as OF PROGRESS needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should / STRAND demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.) INDICATORS 6.7.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with **OF PROGRESS** others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. / STRAND

#### CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

## CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD /

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

## CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English		
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English		
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.		
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use		
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
INDICATORS OF PROGRESS	6.11.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		

DOMAIN					
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use			
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106			
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010			
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12			
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details			
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12			
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure			
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings			
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12			
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas			

DOMAIN					
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity			
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
INDICATORS OF PROGRESS	6.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.			
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12			
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes			
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12			
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing			
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)			
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			

## CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CONTENT STANDARD /	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

### CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS	6.9.8.8.b.	Publish the work and share with an audience.

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		0
DOMAIN		

OF PROGRESS

PERFORMANC<br/>DOMAIN<br/>COMPONENTConventions of Standard EnglishINDICATORS<br/>OF<br/>PROGRESS /<br/>STRAND6.11.1.1.<br/>Demonstrate command of the conventions of standard English grammar and usage when writing or<br/>speaking.INDICATORS<br/>OF PROGRESS6.11.1.1.<br/>Becognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATORS6.11.1.eRecognize variations from standard English in their own and others' writing and speaking, and identify and useOF PROGRESS.strategies to improve expression in conventional language.

## CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
	6 11 6 6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases: gather

INDICATORS6.11.6.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gatherOF PROGRESSvocabulary knowledge when considering a word or phrase important to comprehension or expression./ STRAND

## UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010

CONTENT MN.6.4. Reading Benchmarks: Literature 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR /	
DOMAIN	
COMPONENT	

Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATORS6.7.3.3.a.Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize anOF PROGRESSevent sequence that unfolds naturally and logically.

CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

STANDARD / DOMAIN

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD /	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATORS6.11.4.4.aUse context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as aOF PROGRESS.clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
		Minnesota Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	6.7.2.2.a. 6.7.2.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
OF PROGRESS		comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OF PROGRESS INDICATORS OF PROGRESS INDICATORS	6.7.2.2.b. 6.7.2.2.d.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	6.7.2.2.b. 6.7.2.2.d. MN.6.7.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
E INDICATOR / DOMAIN	6.7.9.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /		
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS OF PROGRESS	6.7.9.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS OF PROGRESS CONTENT STANDARD / DOMAIN	6.7.9.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research.         Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").         Writing Benchmarks 6-12
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS /	6.7.9.9.a. MN.6.7. 6.7.10.1 0.	Draw evidence from literary or informational texts to support analysis, reflection, and research.         Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").         Writing Benchmarks 6-12         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

CONTENT STANDARD /	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010

CONTENT	
<b>STANDARD</b>	I
DOMAIN	

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS6.5.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

INDICATORS6.7.8.8.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote orOF PROGRESSparaphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic/ STRANDinformation for sources.

## CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

## CONTENT MN.6.7. Writing Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Writing
INDICATORS OF PROGRESS / STRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS 6.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

# CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD /

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD / DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

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PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152
		Minnesota Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Grade 6 - Adopted: 2010 Reading Benchmarks: Informational Text 6-12
STANDARD /	MN.6.5.	
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	<b>MN.6.5.</b> 6.5.1.1.	Reading Benchmarks: Informational Text 6-12
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS		Reading Benchmarks: Informational Text 6-12 Key Ideas and Details

CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		. Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing	
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)	
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12	
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
OF PROGRESS	6.7.7.7.		
OF PROGRESS / STRAND INDICATORS OF PROGRESS		appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic	
OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND CONTENT STANDARD /	6.7.8.8.	appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	6.7.8.8.	appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Benchmarks 6-12	

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS 6.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN		Media Literacy
COMPONENT		
	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
COMPONENT INDICATORS OF PROGRESS /	<b>6.9.7.7.</b> 6.9.7.7.a.	
COMPONENT INDICATORS OF PROGRESS / STRAND		

INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATORS6.11.4.4.aUse context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as aOF PROGRESS.clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Minnesota Academic Standards
		Language Arts
		Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	6.7.2.2.a. 6.7.2.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
OF PROGRESS		comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OF PROGRESS INDICATORS OF PROGRESS INDICATORS	6.7.2.2.b. 6.7.2.2.d.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	6.7.2.2.b. 6.7.2.2.d. MN.6.7.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
E INDICATOR / DOMAIN	6.7.9.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /		
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS OF PROGRESS	6.7.9.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS OF PROGRESS CONTENT STANDARD / DOMAIN	6.7.9.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research.         Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").         Writing Benchmarks 6-12
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS /	6.7.9.9.a. MN.6.7. 6.7.10.1 0.	Draw evidence from literary or informational texts to support analysis, reflection, and research.         Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").         Writing Benchmarks 6-12         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

CONTENT STANDARD /	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	6.7.2.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATORS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OF PROGRESS		

INDICATORS6.9.1.1.c.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,OF PROGRESStext, or issue under discussion.

## CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

## CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

## CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT	MNLC 11	Languaga Ranahmarka 6.12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
STANDARD /	MN.6.7.	Writing Benchmarks 6-12 Text Types and Purposes
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.6.7.	-
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	6.7.2.2.	Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS	<b>6.7.2.2.</b> 6.7.2.2.a.	Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / ST RAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS	<b>6.7.2.2.</b> 6.7.2.2.a. 6.7.2.2.b.	Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATORS OF PROGRESS	6.7.3.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS OF PROGRESS 6.9.8.8.b. Publish the work and share with an audience.

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATORS6.11.1.eRecognize variations from standard English in their own and others' writing and speaking, and identify and useOF PROGRESS.strategies to improve expression in conventional language.

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS6.11.2.2.bSpell correctly.OF PROGRESS.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		Minnesota Academic Standards
		Language Art s Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	6.7.2.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		LINIT 8. EODMAL ESSAY MODELS Week 20 Dage 170-102
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		Minnesota Academic Standards
		Language Art s Grade 6 - Adopted: 2010
CONTENT ST ANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

CONTENT MN.6.5. Reading Benchmarks: Informational Text 6-12 STANDARD / DOMAIN

contributes to the development of the ideas.

OF PROGRESS

/ STRAND

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS /	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STRAND		
STRAND INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS	6.7.2.2.a. 6.7.2.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and
INDICATORS OF PROGRESS INDICATORS	6.7.2.2.b.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS	6.7.2.2.b. 6.7.2.2.d.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS	6.7.2.2.b. 6.7.2.2.d.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS	6.7.2.2.b. 6.7.2.2.d. 6.7.2.2.e. 6.7.2.2.f.	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS 6.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). INDICATORS OF PROGRESS

#### CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

#### CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT	MN.6.11.	Language Benchmarks 6-12

ST ANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC		Conventions of Standard Eng

lish

E INDICATOR / DOMAIN COMPONENT

INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	6.7.2.2.e.	Establish and maintain a formal style.
INDICATORS OF PROGRESS	6.7.2.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS OF PROGRESS	6.9.8.8.a.	Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.

CONTENT STANDARD / MN.6.11. Language Benchmarks 6-12 DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		· · · · · · · · · · · · · · · · · · ·
		Minnesota Academic Standards
		Language Art s Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.4.	Language Arts
ST ANDARD /	MN.6.4.	Language Art s Grade 6 - Adopted: 2010
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	<b>MN.6.4.</b> 6.4.1.1.	Language Arts Grade 6 - Adopted: 2010 Reading Benchmarks: Literature 6-12
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS		Language Arts         Grade 6 - Adopted: 2010         Reading Benchmarks: Literature 6-12         Key Ideas and Details
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	6.4.1.1.	Language Arts         Grade 6 - Adopted: 2010         Reading Benchmarks: Literature 6-12         Key Ideas and Details         Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.         Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	6.4.1.1. 6.4.2.2. 6.4.3.3.	Language Arts         Grade 6 - Adopted: 2010         Reading Benchmarks: Literature 6-12         Key Ideas and Details         Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.         Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.         Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters

INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
INDICATORS OF PROGRESS / STRAND	6.4.5.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
E INDICATOR / DOMAIN	6.5.1.1.	Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS	6.5.1.1. 6.5.2.2.	
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND	6.5.2.2. 6.5.3.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND CONTENT STANDARD /	6.5.2.2. 6.5.3.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT	MN.6.5.	Reading Benchmarks: Informational Text 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
COMPONENT		
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATORS OF PROGRESS	6.7.3.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATORS OF PROGRESS	6.7.3.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.

INDICATORS OF PROGRESS	6.7.3.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
	6077	Understand analyze, and use different types of print, digital, and multimodal modia

INDICATORS 6.9.7.7. Understand, analyze, and use different types of print, digital, and multimodal media. OF PROGRESS /

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

## CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

ST ANDARD / DOMAIN

STRAND

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OF PROGRESS		

INDICATORS6.11.1.eRecognize variations from standard English in their own and others' writing and speaking, and identify and useOF PROGRESS.strategies to improve expression in conventional language.

CONTENT	MN.6.11.	Language Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

#### CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	6.11.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 6.11.3.3.b Maintain consistency in style and tone. OF PROGRESS .

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT	MN.6.11.	Language	Benchmarks	6-12
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
INDICATORS OF PROGRESS	6.11.5.5.a	Interpret figures of speech (e.g., personification) in context.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230
		Minnesota Academic Standards Language Arts Grade 6 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

INDICATORS OF PROGRESS / STRAND	6.4.5.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS	6.4.10.10 a.	. Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS		. Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.1 0.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	6.7.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATORS OF PROGRESS	6.7.3.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATORS OF PROGRESS	6.7.3.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
INDICATORS OF PROGRESS	6.7.3.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

INDICATORS 6.7.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.8.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.

INDICATORS 6.9.7.7.a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). OF PROGRESS

#### CONTENT MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.

INDICATORS 6.9.8.8.b. Publish the work and share with an audience. OF PROGRESS

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PROGRESS / STRAND

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS6.11.1.1.dRecognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).OF PROGRESS.

INDICATORS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
OF PROGRESS		strategies to improve expression in conventional language.

CONTENT MN.6.11. Language Benchmarks 6-12 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 6.11.2.2.b Spell correctly. OF PROGRESS .

CONTENT	MN.6.11.	Language	<b>Benchmarks</b>	6-12
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	6.11.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 6.11.3.3.b Maintain consistency in style and tone. OF PROGRESS .

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
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INDICATORS6.11.5.5.aInterpret figures of speech (e.g., personification) in context.OF PROGRESS.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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# Minnesota Academic Standards Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	6.4.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS	6.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
INDICATORS OF PROGRESS / STRAND	6.5.5.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT	MN.6.5.	Reading Benchmarks: Informational Text 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATORS 6.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	6.7.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CONTENT	MN.6.7.	Writing Benchmarks 6-12
STANDARD /		-
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS6.7.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	6.9.8.8.	As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
INDICATORS	6.9.8.8.b.	Publish the work and share with an audience.

OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	6.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	6.11.2.2.b	Spell correctly.
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANC		Vocabulary Acquisition and Use
E INDICATOR / DOMAIN COMPONENT		
E INDICATOR / DOMAIN	6.11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	•	
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND	6.11.4.4.a	6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS INDICATORS	6.11.4.4.a 6.11.4.4.d	6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	6.11.4.4.a 6.11.4.4.d <b>MN.6.11</b> .	6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).