

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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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

PERFORMANCE 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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE 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.
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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.)
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CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANCE 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.
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CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
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PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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

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Language Arts
Grade 6 - Adopted: 2010

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS	6.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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.
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INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.6.11. Language Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity	
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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.
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INDICATORS OF PROGRESS 6.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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.6.7.	Writing Benchmarks 6-12

PERFORMANCE 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").
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CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
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PERFORMANCE 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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
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PERFORMANCE 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.)
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CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
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PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS	6.4.10.10. a.	Self-select texts for personal enjoyment, interest and academic tasks.
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INDICATORS OF PROGRESS	6.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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.
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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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of 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**

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS 6.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

INDICATORS OF PROGRESS 6.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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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.
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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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	6.4.10.10.	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.
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INDICATORS OF PROGRESS	6.4.10.10. a.	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.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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.
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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.
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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.
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INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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**

PERFORMANCE 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**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS	6.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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.
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INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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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.
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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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.6.11. Language Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	6.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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CONTENT STANDARD / DOMAIN **MN.6.11. Language Benchmarks 6-12**

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS	6.5.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN MN.6.5. **Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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
PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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.
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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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CONTENT STANDARD / DOMAIN **MN.6.7.** **Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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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.
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INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.9.** **Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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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.
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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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.9.** **Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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 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**

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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.
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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.
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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).
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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.
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INDICATORS OF PROGRESS 6.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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).

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Integration of Knowledge and Ideas
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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**

PERFORMANCE 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. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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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**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE 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 6.4.10.10. b. Read widely to understand multiple perspectives and pluralistic viewpoints.

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

PERFORMANCE 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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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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.
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INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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.
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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.
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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).
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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.)
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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.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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.
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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.

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of 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

PERFORMANCE 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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
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PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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.
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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.
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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).
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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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**

PERFORMANCE 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**

PERFORMANCE 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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
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**Minnesota Academic Standards
Language Arts
Grade 6 - Adopted: 2010**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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.
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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.
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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).
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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.)
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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.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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.
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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.

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

PERFORMANCE 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**

PERFORMANCE 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**

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

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

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

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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN MN.6.7. Writing Benchmarks 6-12

PERFORMANCE 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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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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**

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

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN MN.6.7. Writing Benchmarks 6-12

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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.
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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.
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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).
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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).
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
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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.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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.
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INDICATORS OF PROGRESS 6.5.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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.
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.5.10.10.	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
PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of 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**

PERFORMANCE 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**

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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
PERFORMANCE 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	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
PERFORMANCE 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
PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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.
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INDICATORS OF PROGRESS	6.7.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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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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CONTENT STANDARD / DOMAIN **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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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.
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INDICATORS OF PROGRESS	6.7.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

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

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

PERFORMANCE 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 OF PROGRESS	6.11.3.3.b	Maintain consistency in style and tone.
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CONTENT STANDARD / DOMAIN **MN.6.11. Language Benchmarks 6-12**

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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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Language Arts
Grade 6 - Adopted: 2010**

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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

PERFORMANCE 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 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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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.
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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	
PERFORMANCE 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	
PERFORMANCE 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	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	6.7.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of 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	
PERFORMANCE 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.
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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.
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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INDICATORS OF PROGRESS / STRAND	6.9.7.7.	Understand, analyze, and use different types of print, digital, and multimodal media.
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INDICATORS OF PROGRESS	6.9.7.7.a.	Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
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CONTENT STANDARD / DOMAIN **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
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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.
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INDICATORS OF PROGRESS	6.9.8.8.b.	Publish the work and share with an audience.
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CONTENT STANDARD / DOMAIN **MN.6.11. Language Benchmarks 6-12**

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

PERFORMANCE 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**

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

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

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	6.11.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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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 STANDARD / DOMAIN **MN.6.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
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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.
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INDICATORS OF PROGRESS 6.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.
a.

INDICATORS OF PROGRESS 6.4.10.10. Read widely to understand multiple perspectives and pluralistic viewpoints.
b.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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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**

PERFORMANCE 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. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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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**

PERFORMANCE 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. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
a.

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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.