**Minnesota English Language Arts**

# Grade 6

Adopted 2020

**Grade 6**

## Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.6.1
    1. Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (Greek) to decode and comprehend unfamiliar multi-syllabic words in and out of context. R1.6.1.1.1

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.6.1
    1. Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back. R2.6.1.2.1
    2. At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.6.1.2.2
    3. Locate, select and read texts representing various perspectives and identities from dominant, non-dominant and marginalized social groups, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews). R2.6.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.6.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.6.1.3.1

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1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.6.1

    1. Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text. R4.6.1.4.1
    2. Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text. R4.6.1.4.2
    3. Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text. R4.6.1.4.3
    4. Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text. R4.6.1.4.4

1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.6.1

    1. Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot. R5.6.1.5.1
    2. Analyze how a given sentence, paragraph or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas. R5.6.1.5.2
    3. Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts. R5.6.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.6.1

    1. Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent. R6.6.1.6.1
    2. Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content or style of the texts. R6.6.1.6.2
    3. Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not. R6.6.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.6.1

    1. Distinguish between relevant and irrelevant evidence to evaluate an author's argument. R7.6.1.7.1

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1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.6.1
    1. Analyze the impact of a specific word choice, and rhythm or meter, on the meaning and tone of a story, poem or song (word choice analysis including, but not limited to, vocabulary, assonance, consonance and rhyme). R8.6.1.8.1
    2. Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. R8.6.1.8.2
1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.6.1
    1. Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information. R9.6.1.9.1
    2. Evaluate perspective, credibility and relevancy of sources related to task and purpose. R9.6.1.9.2

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**Writing**

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.6.2
    1. Use correct punctuation (including dashes, hyphens and ellipses), spelling, capitalization and grammar authentically in writing. W1.6.2.1.1
    2. Apply spelling patterns and rules to spell words with Greek word origin authentically in writing. W1.6.2.1.2
    3. Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years. W1.6.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.6.2
    1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format. W2.6.2.2.1
    2. Write to reflect how personal perspective, identity and voice have developed over time. W2.6.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.6.2
    1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish. W3.6.2.3.1
    2. Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience. W3.6.2.3.2

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2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.6.2
    1. Write to argue, articulating both an argument and a counter-argument, building on skills from previous years. W4.6.2.4.1
    2. Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years. W4.6.2.4.2
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.6.2
    1. Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive). W5.6.2.5.1
    2. Write to respond to a literary text, demonstrating understanding of character complexity (e.g., writing personal reactions, analysis, and interpretation of text). W5.6.2.5.2
2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.6.2
    1. Write to create, portraying complexity in characters or self-expression in various literary forms (e.g., complex emotions, motivations, experiences and characters who change over time). W6.6.2.6.1
    2. Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text. W6.6.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.6.2
    1. Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate. W7.6.2.7.1
    2. Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing. W7.6.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.6.2
    1. Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism. W8.6.2.8.1

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**Listening, Speaking, Viewing and Exchanging Ideas**

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63. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.63

    1. Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. LSVEI1.6.3.1.1

        a. Use tools to collaborate with others synchronously and asynchronously. LSVEI1.6.3.1.1.A

        b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. LSVEI1.6.3.1.1.B

    2. Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion. LSVEI1.6.3.1.2

    3. Adapt speech, writing or communications by utilizing constructive feedback from self and others. LSVEI1.6.3.1.3

63. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.63

    1. Use vocabulary, language, structure and features of spoken language to communicate ideas precisely in a variety of forms, including digital and face-to-face interactions, considering audience and context. LSVEI2.6.3.2.1

63. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.63

    1. Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices. LSVEI3.6.3.3.1

    2. Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint. LSVEI3.6.3.3.2