Northfield
P U B L I C   S C H O O L S

6th Grade		
Strand	**Code**	**Benchmark**
Reading	6.1.2.1	Read independently and self-monitor understanding of grade-level text and 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.
Reading	6.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 6 text complexity.
Reading	6.1.2.3	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).
Reading	6.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	6.1.4.1	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
Reading	6.1.4.2	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
Reading	6.1.4.3	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
Reading	6.1.4.4	Analyze how a key individual, event, or concept is introduced, illustrated and elaborated, in informational text.

Reading	6.1.5.1	Analyze how a given sentence, chapter, scene, or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting, or plot.a literary text.
Reading	6.1.5.2	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.
Reading	6.1.5.3	Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics, and other audiovisual elements in a wide variety of texts.
Reading	6.1.6.1	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.
Reading	6.1.6.2	Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content, or style of the texts.
Reading	6.1.6.3	Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.
Reading	6.1.7.1	Distinguish between relevant and irrelevant evidence to evaluate an author's argument.
Reading	6.1.8.1	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)
Reading	6.1.8.2	Examine academic and technical vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
Reading	6.1.9.1	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
Reading	6.1.9.2	Evaluate perspective, credibility and relevance of sources related to task and purpose.

Writing	6.2.1.1	Use correct punctuation (including dashes, hyphens, and ellipses), spelling, capitalization, and grammar, authentically in writing.
Writing	6.2.1.2	Apply spelling patterns and rules to spell words with Greek word origin, authentically in writing.
Writing	6.2.1.3	Use nouns, verbs (correctly using verb tense), adjectives, adverbs, and pronouns in sentences, authentically in writing, building on skills from previous years.
Writing	6.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format.
Writing	6.2.2.2	Write to reflect how personal perspective, identity, and voice have developed over time.
Writing	6.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
Writing	6.2.3.2	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.
Writing	6.2.4.1	Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.
Writing	6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
Writing	6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and utilizing 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) 1. Use precise, domain-specific vocabulary.
Writing	6.2.5.2	Write to respond to a literary text, demonstrating understanding of character complexity. (e.g., writing personal reactions, analysis, and interpretation of text)

Writing	6.2.6.1	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)
Writing	6.2.6.2	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.
Writing	6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
Writing	6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoid plagiarism, and share findings in writing.
Writing	6.2.8.1	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	6.3.1.1	Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. 1. Use tools to collaborate with others synchronously and asynchronously. 2. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
LSVEI	6.3.1.2	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
LSVEI	6.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.
LSVEI	6.3.2.1	Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, in a variety of forms including digital and face-to-face interactions, considering audience and context.
LSVEI	6.3.3.1	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

LSVEI	6.3.3.2	Create and share, individually or in a collaborative group, an informative multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.*