

# Main Criteria: Investigations in Writing

## Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

#### INDICATOR / STANDARD

6.RC.1.

Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

#### INDICATOR / STANDARD

6.RC.10.

Use context to determine or clarify the meaning of words and phrases.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

#### INDICATOR / STANDARD

6.W.3.

Write narrative compositions in a variety of forms that:

#### EXPECTATION / INDICATOR

6.W.3.c.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

#### INDICATOR / STANDARD

6.W.4.

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

#### EXPECTATION / INDICATOR

6.W.4.a.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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### Lesson 02: Unit 2: Writing from Notes, p. 19-28

## Indiana Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	6.W.2.	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)

INDICATOR / STANDARD	6.CC.6.	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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Lesson 04: Unit 2: Writing from Notes, p. 35-42

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

#### **STANDARD / STRAND**

#### **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### **STANDARD / STRAND**

#### **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)

#### **STANDARD / STRAND**

#### **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)



INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR

6.W.4.a.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD

6.CC.1.

Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD

6.CC.2.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR / STANDARD

6.CC.3.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)

INDICATOR / STANDARD

6.CC.6.

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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

STANDARD / STRAND

Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD

6.RC.1.

Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

INDICATOR / STANDARD

6.RC.3.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)

INDICATOR / STANDARD

6.RC.4.

Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.

INDICATOR / STANDARD

6.RC.6.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
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<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.**

#### INDICATOR / STANDARD

6.RC.1.

Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

#### INDICATOR / STANDARD

6.RC.10.

Use context to determine or clarify the meaning of words and phrases.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.**

#### INDICATOR / STANDARD

6.W.2.

**Write informative compositions in a variety of forms that:**

#### EXPECTATION / INDICATOR

6.W.2.a.

Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.

#### EXPECTATION / INDICATOR

6.W.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

#### EXPECTATION / INDICATOR

6.W.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

#### EXPECTATION / INDICATOR

6.W.2.f.

Establish and maintain a writing style appropriate to the purpose and audience.

EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)

INDICATOR / STANDARD	6.CC.6.	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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Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
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#### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION /  
INDICATOR

6.W.5.d.

Quote or paraphrase the information and conclusions of others.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

## Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

**Indiana Academic Standards****Language Arts****Grade 6 - Adopted: 2023****STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

### Lesson 13: Unit 5 Writing from Pictures, p. 113-118

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	6.RC.6.	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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#### STANDARD / STRAND Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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#### STANDARD / STRAND Grade 6 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>6.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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EXPECTATION / INDICATOR	6.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

**Lesson 14: Unit 5 Writing from Pictures, p. 119-127****Indiana Academic Standards****Language Arts****Grade 6 - Adopted: 2023****STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD /  
STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	6.RC.6.	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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**STANDARD / STRAND** **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	6.W.3.b.	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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EXPECTATION / INDICATOR	6.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION / INDICATOR	6.W.3.e.	Provide an ending that follows from the narrated experiences or events. (E)
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.I.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

<b>INDICATOR / STANDARD</b>	<b>6.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>6.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	<b>6.W.7.a.</b>	<b>Punctuation –</b>

INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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**Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166**

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>6.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>6.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>6.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>
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EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.5.	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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<b>STANDARD / STRAND</b>		
<b>Grade 6 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.7.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
EXPECTATION / INDICATOR	6.W.7.a.	<b>Punctuation –</b>

INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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<b>STANDARD / STRAND</b>		
<b>Grade 6 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 20: Unit 7 Inventive Writing, p. 173-180

## Language Arts

### Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 21: Unit 7 Inventive Writing, p. 181-190

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	6.W.2.	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
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EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
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EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –
INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.

INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION /  
INDICATOR

6.W.4.a.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION /  
INDICATOR

6.W.5.d.

Quote or paraphrase the information and conclusions of others.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR

6.W.7.a.I.

Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR /  
STANDARD

6.CC.1.

Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR /  
STANDARD

6.CC.2.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

INDICATOR /  
STANDARD

6.CC.3.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)

INDICATOR /  
STANDARD

6.CC.6.

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.

## Indiana Academic Standards

## Language Arts

Grade 6 - Adopted: 2023

STANDARD /  
STRAND

## Grade 6 English/Language Arts

PROFICIENCY  
STATEMENT /  
SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR /  
STANDARD

6.W.2.

Write informative compositions in a variety of forms that:

EXPECTATION /  
INDICATOR

6.W.2.a.

Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.

EXPECTATION /  
INDICATOR

6.W.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION /  
INDICATOR

6.W.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION /  
INDICATOR

6.W.2.f.

Establish and maintain a writing style appropriate to the purpose and audience.

EXPECTATION /  
INDICATOR

6.W.2.g.

Provide a concluding statement or section that follows from the information or explanation presented. (E)

STANDARD /  
STRAND

## Grade 6 English/Language Arts

PROFICIENCY  
STATEMENT /  
SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR /  
STANDARD

6.W.3.

Write narrative compositions in a variety of forms that:

EXPECTATION /  
INDICATOR

6.W.3.c.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

STANDARD /  
STRAND

## Grade 6 English/Language Arts

PROFICIENCY  
STATEMENT /  
SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

INDICATOR /  
STANDARD

6.W.4.

Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION /  
INDICATOR

6.W.4.a.

Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

STANDARD /  
STRAND

## Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND**                      **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.l.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND**                      **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**STANDARD / STRAND**                      **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.I.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 25: Unit 8 Formal Essay Models, p. 215-224

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**



PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.b.	Gather relevant information from multiple sources and annotate sources.
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**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 26: Unit 8 Formal Essay Models, p. 225-230

## Language Arts

Grade 6 - Adopted: 2023

### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

### STANDARD / STRAND Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –
INDICATOR	6.W.7.a.l.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b> <b>Grade 6 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

Lesson 27: Unit 9 Formal Critique, p. 231-242

**Indiana Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.6.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.</b>
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.

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

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>

INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.

EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.I.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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### Lesson 29: Unit 9 Formal Critique, p. 251-260

## Indiana Academic Standards

### Language Arts

Grade 6 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 6 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
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INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
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INDICATOR / STANDARD	6.RC.6.	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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INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.
<b>STANDARD / STRAND</b>	<b>Grade 6 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.



INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.
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EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
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EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –
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INDICATOR	6.W.7.a.l.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
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INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
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INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
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INDICATOR / STANDARD	6.CC.6.	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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Lesson 30: Unit 9 Formal Critique, p. 261-267

**Indiana Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**STANDARD / STRAND** **Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	6.RC.1.	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
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INDICATOR / STANDARD	6.RC.3.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
INDICATOR / STANDARD	6.RC.4.	Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories ) in terms of their approaches to similar themes and topics.
INDICATOR / STANDARD	6.RC.10.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
EXPECTATION / INDICATOR	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	6.W.2.f.	Establish and maintain a writing style appropriate to the purpose and audience.
EXPECTATION / INDICATOR	6.W.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	6.W.3.c.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STANDARD / STRAND**

**Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	6.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</b>
EXPECTATION / INDICATOR	6.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults.

**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	6.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	6.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
EXPECTATION / INDICATOR	6.W.7.a.	Punctuation –

INDICATOR	6.W.7.a.i.	Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD /  
STRAND****Grade 6 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas using text and other sources of evidence to drive and demonstrate their thoughts.
INDICATOR / STANDARD	6.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	6.CC.2.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)
INDICATOR / STANDARD	6.CC.3.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
INDICATOR / STANDARD	6.CC.6.	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.